DOCUMENT RESUME

ED 448 283 CE 081 043

TITLE High School Work and Family Life ITAC [Integrated Technical & Academic Competencies] for Career-Focused Education.

INSTITUTION Ohio State Univ., Columbus. Vocational Instructional Materials Lab.; Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.

PUB DATE 2001-00-00

NOTE 82p.; This document is meant to be used in conjunction with the Core ITAC, see ED 444 000. For other ITAC documents, see ED 444 001-008.

AVAILABLE FROM Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090, Tel: 800-848-4815, ext. 24277, Fax: 614-292-1260, Web site: http://www.cete.org/products ($20). For full text: http://www.cete.org/products/main/pdfdocs/itac-wrk-fam.html.

PUB TYPE Guides - Non-Classroom (055) -- Reference Materials - General (130)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Academic Education; Career Planning; Communication Skills; Competence; *Competency Based Education; Course Content; Critical Thinking; Daily Living Skills; Educational Needs; *Family Life; Family Relationship; Futures (of Society); Health Education; High Schools; *Integrated Curriculum; Money Management; Nutrition Instruction; Parenthood Education; Problem Solving; Skill Development; Skills; *Vocational Education

IDENTIFIERS Goal Setting; *Ohio

ABSTRACT

This document contains a guide to implementing the Ohio Work and Family Life ITAC (Integrated Technical and Academic Competencies), which connects to the Ohio Model Competency-Based Program documents in arts, foreign languages, language arts, mathematics, science, and social studies, as well as the Core ITAC document. The Work and Family Life ITAC contains seven units that outline academic competencies and key indicators for the skills needed for process competencies, personal development, resource management, life planning, nutrition and wellness, family relations, and parenting. (KC)

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ED 448 283

HIGH SCHOOL WORK AND FAMILY LIFE ITAC [INTEGRATED TECHNICAL & ACADEMIC COMPETENCIES] FOR CAREER-FOCUSED EDUCATION

OHIO DEPARTMENT OF EDUCATION
DIVISION OF CAREER-TECHNICAL AND ADULT EDUCATION

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High School

Work and Family Life

ITAC

for Career-Focused Education

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ITAC

High School Work and Family Life

The strategic plan for career-technical and adult education calls for broadening the traditional mission of career and technical education to include career-focused education opportunities and flexible career pathways. Specifically, the plan calls for developing models for organizing schools focused on career clusters, establishing innovative delivery structures, teaching specific occupational skills as well as broader career cluster concepts, and integrating academic and occupational competencies.

High School Work and Family Life programs support this initiative in the following ways by:

- Delivering the core ITAC competencies
- Delivering career pathway-specific competencies (e.g., human growth and development for Teaching and Training majors; nutrition and wellness for health occupations and Culinary Arts and Food Service Management majors)
- Initiating, reviewing, and updating Individual Career Plans and Career Passports
- Providing career exploration and mentorship opportunities

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High School Work and Family Life ITAC

Ohio's *High School Work and Family Life ITAC* incorporates standards and competencies from the *National Standards for Family and Consumer Sciences Education* (1998).

Efforts were made to maintain the coordination between the new *High School Work and Family Life ITAC* and the current resource guides. Any new competencies were added to the end of the unit and new key indicators within a competency were added at the bottom of the key indicator list. There are, however, two exceptions. They are:

1. Personal Development unit - competency 1.8 addresses healthful and responsible ways to express self. The learning activities presented in the resource guide are related only to sexuality and sexual behavior. Activities need to be developed to address other risky behaviors, such as the use of tobacco, drugs and alcohol.

2. Resource Management unit - competencies 2.7 and 2.8 both address making decisions related to maintaining clothing for self and family. These two competencies and key indicators have been combined into competency 2.7 in the new ITAC document. Therefore, the *High School Work and Family Life ITAC* document relates to the *Resource Management Resource Guide* in the following way:

ITAC	Resource Guide
2.7	2.7 & 2.8
2.8	2.9
2.9	2.10
2.10	to be developed
2.11	to be developed
2.12	to be developed

The academic connections were made to the following *Ohio Model Competency-Based Program* documents:

Comprehensive Arts Education	1996
Foreign Languages	1996
Language Arts	1996
Mathematics	1990
Science	1994
Social Studies	1999

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This High School Work and Family Life ITAC is meant to be used in conjunction with the Core ITAC. By doing so, Work and Family Life programs strengthen their contributions to career-focused education.

Career-Focused Education

Career-Focused Education combines high-level academics and technical skills with a real-life context for learning that maximizes students' present and future academic and career success. Career-focused education strengthens—

- proficiency test success
- integrated instruction
- partnerships between education and business & industry
- aquisition of transferable career skills

ITAC

Integrated Technical & Academic Competencies for Career-Focused Education

Ohio Department of Education
Division of Career-Technical and Adult Education

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Components of the ITAC System

Integrated Technical and Academic Competencies (ITAC) documents consist of competencies that integrate academic, technical, and employability knowledge, skills, and attitudes. ITACs are presented in resource documents that include the expectations, competencies, scenarios, and academic connections. ITACs are developed through—

- review and synthesis of national academic, employability, and occupational standards;
- review by teachers—both vocational and academic;
- validation by business and industry representatives; and
- direct links to Ohio's competency-based education (CBE) models, proficiency test learning outcomes, and ACT Work Keys® System.

ITAC Model

Three types of ITACs form this model:

Core ITAC – Consists of 51 competencies organized into six strands essential for all careers and sample work-related scenarios. Core ITAC represents what individuals need to know and be able to do to be successful in further education, in a career, and in life.

Career Cluster ITAC – Consists of the foundational competencies common to related occupations or industries and sample work-related scenarios. The six Career Cluster ITACs provide a broad foundation for entry-level, technical, and professional careers.

Specialization ITAC – Consists of competencies and sample scenarios critical to success in a specific industry or occupation within a career cluster. Currently, 55 Occupational Competency Analysis Profiles (OCAPs) represent the Specialization Competencies. As OCAPs are revised, they will become Specialization ITACs.

The ITAC system builds on and expands the Occupational Competency Analysis Profile (OCAP) system, which was designed primarily for occupation-specific vocational programs. The ITAC system provides a broader range of competencies, integrates academic knowledge and skills with technical content, and provides sample scenarios to illustrate work-related context. This system is a resource for ***both*** academic and technical teachers as they plan programs and instruction.

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How to Use ITACs

Integrated Technical and Academic Competencies (ITAC) documents are resources for planning programs. The competencies of the ITAC system integrate technical and academic content and are organized into three types, moving from broad to specific—core, career cluster, and specialization. The types are interrelated building blocks for program design. *Core* provides the broad competencies. *Career Cluster* incorporates use of *Core* competencies. *Specialization* incorporates application of both the related *Career Cluster* and *Core* competencies. These ITAC types can be integrated into the overall educational system as follows:

- The Core ITAC could be used to design learning experiences for all students.
- The Career Cluster ITACs—in combination with Core ITAC—could be used to guide courses or experiences in which students explore and develop essential competencies within one of the following career clusters:

  ✔ **Arts & Communication**

  ✔ **Business & Management**

  ✔ **Environmental & Agricultural Systems**

  ✔ **Health Services**

  ✔ **Human Resources/Services**

  ✔ **Industrial & Engineering Systems**

- Specialization ITACs—in combination with Core ITAC and Cluster ITACs—could be used for those programs, courses, and experiences with specific technical skill development.

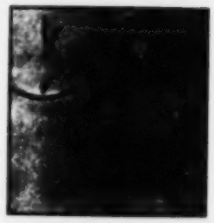
As a curricular and instructional planning tool, ITACs identify the knowledge, skills, and attitudes needed to help students prepare for academic and career success. ITAC documents foster the development of interdisciplinary projects and learning experiences by illustrating the relationships between broad-based career skills and academic content. Educators can use the components of the ITACs in a number of ways for classroom instruction:

- Competencies can be reviewed and relevant competencies selected for instruction.
- Connections that need to be made between competencies and academic skills can be identified.
- Scenarios can be used as a basis for learning experiences.

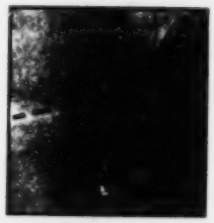
High School Work and Family Life ITAC

Personal Development

Resource Management

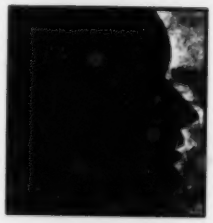


Life Planning



Nutrition and Wellness

Family Relations



Parenting

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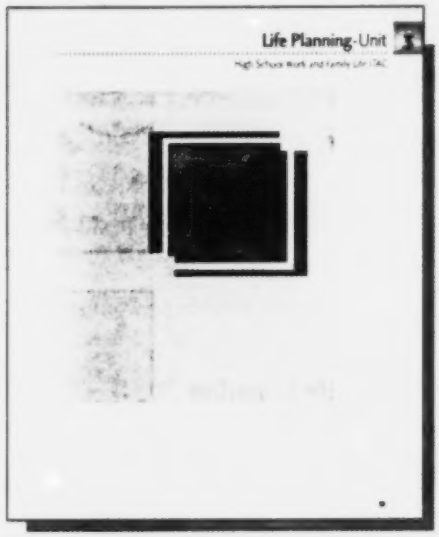
Components of an ITAC

High School Work and Family Life Units:

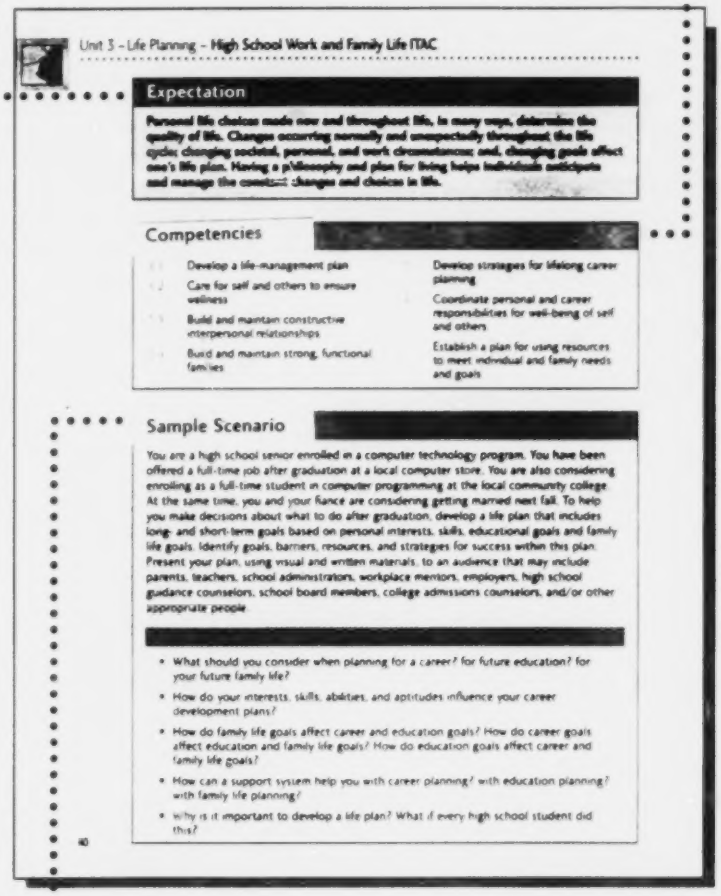
- Process Competencies*
- Personal Development
- Resource Management
- Life Planning
- Nutrition and Wellness
- Family Relations
- Parenting



Each unit in the High School Work and Family Life ITAC has an introduction page which identifies the unit (in words and by icon).

Expectation – a statement of desired behaviors and their importance in work and family life.

Competencies – observable and measurable knowledge, skills, and attitudes essential to achievement of the expectation.


Unit 3 - Life Planning - **High School Work and Family Life ITAC**

Expectation

Personal life choices made now and throughout life, in many ways, determine the quality of life. Changes occurring normally and unexpectedly throughout the life cycle; changing societal, personal, and work circumstances; and, changing goals affect one's life plan. Having a philosophy and plan for living helps individuals anticipate and manage the constant changes and choices in life.

Competencies

- Develop a life-management plan
- Care for self and others to ensure wellness
- Build and maintain constructive interpersonal relationships
- Build and maintain strong, functional families
- Develop strategies for lifelong career planning
- Coordinate personal and career responsibilities for well-being of self and others
- Establish a plan for using resources to meet individual and family needs and goals

Sample Scenario

You are a high school senior enrolled in a computer technology program. You have been offered a full-time job after graduation at a local computer store. You are also considering enrolling as a full-time student in computer programming at the local community college. At the same time, you and your fiance are considering getting married next fall. To help you make decisions about what to do after graduation, develop a life plan that includes long- and short-term goals based on personal interests, skills, educational goals and family life goals. Identify goals, barriers, resources, and strategies for success within this plan. Present your plan, using visual and written materials, to an audience that may include parents, teachers, school administrators, workplace mentors, employers, high school guidance counselors, school board members, college admissions counselors, and/or other appropriate people.

- What should you consider when planning for a career? for future education? for your future family life?
- How do your interests, skills, abilities, and aptitudes influence your career development plans?
- How do family life goals affect career and education goals? How do career goals affect education and family life goals? How do education goals affect career and family life goals?
- How can a support system help you with career planning? with education planning? with family life planning?
- Why is it important to develop a life plan? What if every high school student did this?

Sample Scenario – a real-life situation requiring learners to apply the knowledge and skills reflected in the unit competencies.

Sample Guiding Questions – targeted questions to use in focusing learners' attention on knowledge and skills covered in the scenario.

* Process competencies from Unit 0 are integrated into each of the remaining six units to create courses.

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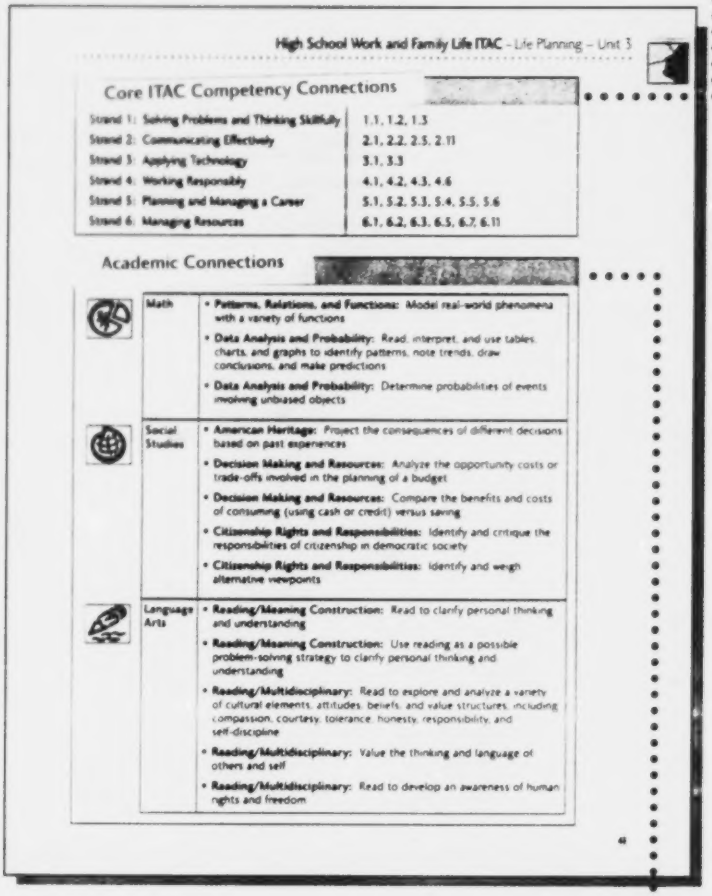
Core ITAC Competency Connections – a list, by number, of key competencies in Core ITAC that relate to and/or reinforce the competencies in the given unit.



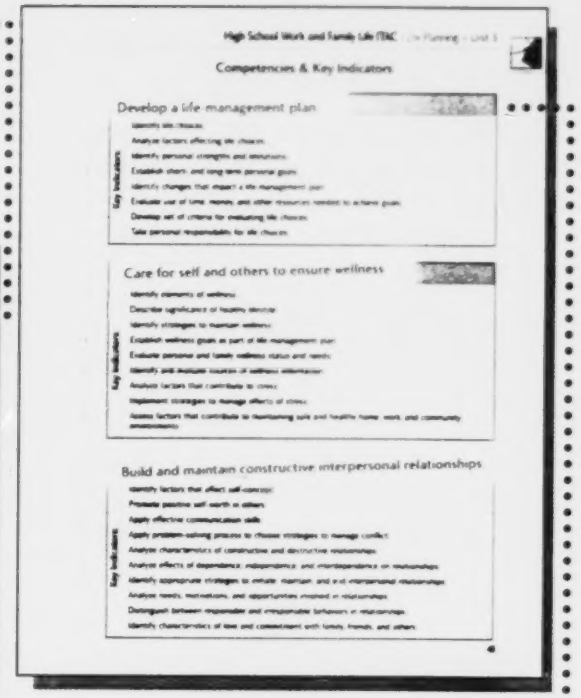
High School Work and Family Life ITAC – Life Planning – Unit 3

Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2, 1.3
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	3.1, 3.3
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.6
Strand 5: Planning and Managing a Career	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Strand 6: Managing Resources	6.1, 6.2, 6.3, 6.5, 6.7, 6.11

Academic Connections

Math	• **Patterns, Relations, and Functions:** Model real-world phenomena with a variety of functions • **Data Analysis and Probability:** Read, interpret, and use tables, charts, and graphs to identify patterns, note trends, draw conclusions, and make predictions • **Data Analysis and Probability:** Determine probabilities of events involving unbiased objects
Social Studies	• **American Heritage:** Project the consequences of different decisions based on past experiences • **Decision Making and Resources:** Analyze the opportunity costs or trade-offs involved in the planning of a budget • **Decision Making and Resources:** Compare the benefits and costs of consuming (using cash or credit) versus saving • **Citizenship Rights and Responsibilities:** Identify and critique the responsibilities of citizenship in democratic society • **Citizenship Rights and Responsibilities:** Identify and weigh alternative viewpoints
Language Arts	• **Reading/Meaning Construction:** Read to clarify personal thinking and understanding • **Reading/Meaning Construction:** Use reading as a possible problem-solving strategy to clarify personal thinking and understanding • **Reading/Multidisciplinary:** Read to explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures, including compassion, courtesy, tolerance, honesty, responsibility, and self-discipline • **Reading/Multidisciplinary:** Value the thinking and language of others and self • **Reading/Multidisciplinary:** Read to develop an awareness of human rights and freedom



Competencies & Key Indicators

Develop a life management plan

Care for self and others to ensure wellness

Build and maintain constructive interpersonal relationships

Pages following the overview list each competency with its key indicators. Key indicators describe significant elements of competency performance.

Academic Connections – a list of objectives from Ohio's Competency-Based Education Models, **grades 9–12,** that relate to and/or reinforce the competencies in the given unit. Each academic area is represented by an icon.

The Arts

Mathematics

Social Studies

Language Arts

Foreign Language

Science

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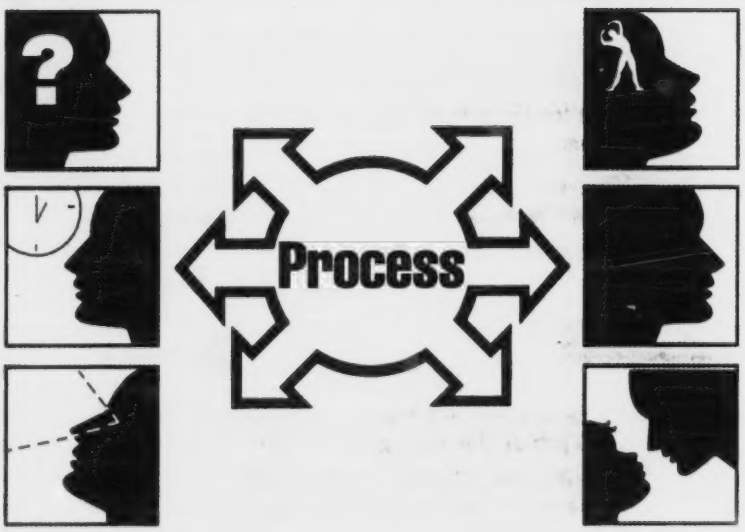
Process

Expectation

The processes of managing responsibilities, solving problems, making choices, relating to others, and assuming leadership roles are found in daily life. Strong skills in these processes lead to quality work and family life. These processes are learned and strengthened over time and can be used in a variety of settings. To build successful careers, mold stable families, create lasting friendships, and shape strong communities, skills in these processes are essential and must be practiced.

Competencies

0.1 Manage work and family responsibilities for the well-being of self and others

0.2 Apply problem-solving process to personal and family problems for well-being of self and others

0.3 Relate to others in positive, caring ways

0.4 Assume leadership role as a responsible family member and citizen

Sample Scenario

You are a single parent with two teenagers. The oldest has had a driver's license for three months and just got a job at the local grocery store. You are not comfortable leaving the younger child home alone but you must work to meet the monthly bills. Develop a plan to manage each family member's work responsibilities and still provide companionship for the younger child. Present your plan to an audience that may include parents, teens, family services professionals and/or other appropriate people.

Guiding Questions

- What information would you need to know as a parent of teenagers?
- How will you gather the needed information?
- How do you make reasoned decisions that are inclusive of health, safety, and emotion issues?
- How will you know you that your choices and decisions are effective and efficient?

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Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2, 1.3, 1.9, 1.10
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	None
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.6
Strand 5: Planning and Managing a Career	5.5
Strand 6: Managing Resources	6.2, 6.3, 6.7

Academic Connections

The Arts	• **Historical, Cultural, and Social Contexts/Understanding the Role of the Arts in People's Lives:** Investigate how the arts are an index to the social values and accomplishments of a community • **Nature and Meaning of the Arts/Valuing the Arts:** Explore instances and roles of the arts in daily life
Math	• **Patterns, Relations, and Functions:** Model real-world phenomena with a variety of functions
Social Studies	• **American Heritage:** Suggest how past actions and decisions offer limitations and opportunities for the present • **American Heritage:** Hypothesize the influence of past decisions on current issues • **American Heritage:** Project the consequences of different decisions based on past experiences • **World Interactions:** Examine human relationships which result from connections among regions • **Democratic Processes:** Consider democratic principles when designing solutions to current issues • **Citizenship Rights and Responsibilities:** Acquire, interpret, and analyze information regarding civic issues • **Citizenship Rights and Responsibilities:** Evaluate the reliability of available information • **Citizenship Rights and Responsibilities:** Identify and weigh alternative viewpoints • **Citizenship Rights and Responsibilities:** Analyze the impact of citizen participation on significant issues • **Citizenship Rights and Responsibilities:** Identify and critique the responsibilities of citizenship in a democratic society • **Citizenship Rights and Responsibilities:** Associate the exercise of responsibilities with the exercise of rights

Academic Connections

Social Studies *(cont.)*	• **Citizenship Rights and Responsibilities:** Evaluate positions on the proper scope and limits of individual rights in specific situations • **Citizenship Rights and Responsibilities:** Compare points of agreement and disagreement among sources providing information about civic issues • **Citizenship Rights and Responsibilities:** Work as an individual or as part of a group on a significant issue
Language Arts	• **Reading/Meaning Construction:** Read to clarify personal thinking and understanding • **Reading/Meaning Construction:** Support an interpretation of a text by locating and citing specific information • **Reading/Meaning Construction:** Assess the validity and quality of a selection read • **Reading/Multidisciplinary:** Value the thinking and language of others • **Writing/Structure:** Synthesize information from a variety of sources • **Writing/Meaning Construction:** Evaluate, analyze, and synthesize information for writing • **Writing/Application:** Use the writing process to clarify personal thinking and understanding • **Writing/Multidisciplinary:** Write in response to reading, speaking, viewing, and listening • **Listening/Visual Literacy/Meaning Construction:** Develop the critical-thinking skills necessary to evaluate media and assess oral presentations • **Listening/Visual Literacy/Meaning Construction:** Gather information from listening and viewing experiences to enhance research • **Listening/Visual Literacy/Multidisciplinary:** Engage in individual, small-group, and whole-group listening and viewing activities • **Oral Communication/Meaning Construction:** Participate in group communication activities • **Oral Communication/Meaning Construction:** Respond to the needs of various audiences • **Oral Communication/Application:** Develop and apply decision-making strategies • **Oral Communication/Multidisciplinary:** Value the thinking and language of others and self
Foreign Language	• **Cultural Knowledge:** Develop sensitivity to cultural differences

Academic Connections

Science	• **Scientific Inquiry:** Identify, compare, and contrast different modes of inquiry, habits of mind, and attitudes and dispositions • **Scientific Inquiry:** Modify personal opinions, interpretations, explanations, and conclusions based on new information • **Conditions for Learning Science:** Participate actively in dialogue about and resolution of community issues • **Applications for Science Learning:** Make personal behavior decisions by interpreting information that has a scientific basis • **Applications for Science Learning:** Make decisions regarding personal and public health

Competencies & Key Indicators

0.1 **Manage work and family responsibilities for the well-being of self and others**

Key Indicators:

0.1.1 Explore the value and meaning of work and the value and meaning of family

0.1.2 Compare how work life is affected by families and how families are affected by work life

0.1.3 Identify management strategies for balancing work and multiple family roles throughout the life span

0.2 **Apply problem-solving process to personal and family problems for well-being of self and others**

Key Indicators:

0.2.1 Clarify personal and family issues

0.2.2 Identify adequate, reliable information and resources for personal and family problem solving

0.2.3 Create alternative choices for solving problems

0.2.4 Evaluate potential consequences of alternative choices

0.2.5 Use criteria and standards to make ethical decisions

0.2.6 Evaluate outcomes

0.3 **Relate to others in positive, caring ways**

Key Indicators:

0.3.1 Identify significance of caring, respectful relationships

0.3.2 Create strategies for relating to people of different ages, abilities, genders, and cultures

0.3.3 Communicate effectively

0.3.4 Express personal feelings, needs, and ideas constructively

0.3.5 Manage conflict

0.3.6 Seek help when needed

0.4

Assume leadership role as a responsible family member and citizen

Key Indicators:

0.4.1 Identify ways to be a responsible citizen at home, at school, at work, and in community settings

0.4.2 Evaluate societal conditions affecting personal, family, and community well-being

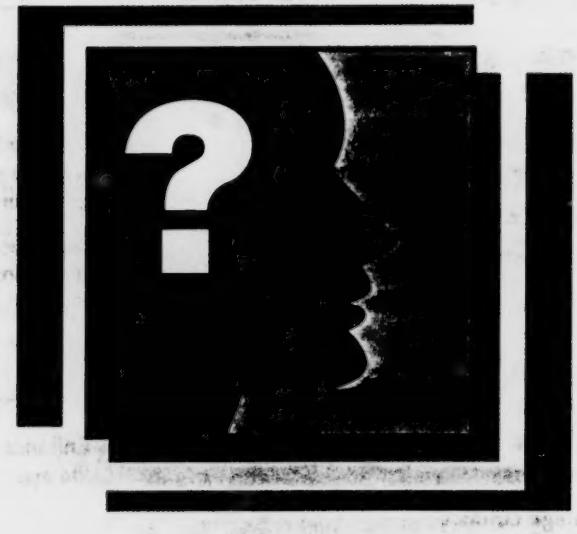
0.4.3 Describe visions and goals for families, student organizations, and work groups

0.4.4 Evaluate consequences of cooperative and uncooperative actions

0.4.5 Cooperate with others to achieve group goals

0.4.6 Use planning processes to establish and achieve individual and group goals

0.4.7 Identify ways to influence public policy that impacts the well-being of individuals, families, communities, and societies



Expectation

Healthy personal development is essential to functioning effectively in relationships with others at home, in the community, and in the workplace. Individuals with skills necessary for enhancing esteem of self and others, nurturing positive relationships, and managing conflict serve to enhance the quality of one's personal, family, and community interactions, as well as that of the larger society. Individuals also make better career choices if they are guided through opportunities to explore career options in the context of personal interests and skills and family life goals.

Competencies

1.1 Enhance personal development of self and others throughout the life span

1.2 Enhance esteem of self and others

1.3 Manage stressful situations

1.4 Formulate plan to achieve career goals

1.5 Form healthy, caring relationships with family members

1.6 Form healthy, caring relationships with peers

1.7 Manage conflict

1.8 Choose healthful and responsible ways to express self throughout the life span

1.9 Evaluate importance of responsible parenting for individuals, families, and society

1.10 Analyze conditions that influence human growth and development throughout the life span

1.11 Enhance self-efficacy throughout the life span

Sample Scenario

You are a parent in a blended family of seven, consisting of two adults and five children ages two to fifteen. All family members are having difficulty adjusting to the new family structure, especially the 15-year-old, who must now share a bedroom with a new sibling. Develop strategies for enhancing the personal development of yourself and the other family members. Present your strategies to an audience that may include parents, teens, family services professionals, and/or other appropriate people.

Guiding Questions

- How does diversity (e.g., age, gender, culture) influence personal development?
- How will you learn about personal development strategies?
- What are possible factors that affect family functioning?
- What would a personal development plan for a family look like?
- How can you collaborate and cooperate within your family to meet everyone's needs?
- How can positive relations with the other mother and the other father be encouraged? How would the children be affected if they did not have a healthy relationship with their other parent?

Core ITAC Competency Connections

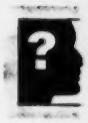
Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	None
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.4, 4.6
Strand 5: Planning and Managing a Career	5.1, 5.2, 5.3, 5.4, 5.5
Strand 6: Managing Resources	6.1, 6.2, 6.7

Academic Connections

The Arts	• **Historical, Cultural, and Social Contexts/Understanding the Role of the Arts in Peoples Lives:** Explore the human experience as it relates to an art form in terms of symbols and practices across cultures and times
Math	• **Patterns, Relations, and Functions:** Model real-world phenomena with a variety of functions
Social Studies	• **American Heritage:** Suggest how past actions and decisions offer limitations and opportunities for the present • **American Heritage:** Hypothesize the influence of past decisions on current issues • **American Heritage:** Project the consequences of different decisions based on past experiences • **People in Societies:** Consider the perspectives of various cultures when analyzing current issues • **People in Societies:** Explore the roots of prejudice and identify ways of combating prejudice • **World Interactions:** Examine human relationships which result from connections among regions • **Citizenship Rights and Responsibilities:** Work as an individual or as part of a group on a significant issue
Language Arts	• **Reading/Meaning Construction:** Read to clarify personal thinking and understanding • **Reading/Meaning Construction:** Use reading as a possible problem-solving strategy to clarify personal thinking and understanding • **Reading/Multidisciplinary:** Value the thinking and language of others • **Reading/Multidisciplinary:** Read to explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures, including compassion, courtesy, tolerance, honesty

Academic Connections

Language Arts *(cont.)*	• **Writing/Structure:** Synthesize information from a variety of sources • **Writing/Structure:** Develop effectively organized pieces of expository writing containing strong voice, clear thesis, and well-developed ideas • **Writing/Meaning Construction:** Engage in self-initiated writing activities • **Writing/Application:** Use the writing process to clarify personal thinking and understanding • **Writing/Multidisciplinary:** Write in response to reading, speaking, viewing, and listening • **Listening/Visual Literacy/Structure:** Recognize the use and misuse of language in media • **Listening/Visual Literacy/Meaning Construction:** Gather information from listening and viewing experiences to enhance research • **Listening/Visual Literacy/Multidisciplinary:** Participate through productive listening in a community of learners • **Oral Communication/Meaning Construction:** Participate in group communication activities • **Oral Communication/Meaning Construction:** Respond to the needs of various audiences • **Oral Communication/Application:** Develop and apply decision-making strategies
Science	• **Scientific Inquiry:** Identify, compare, and contrast different modes of inquiry, habits of mind, and attitudes and dispositions • **Scientific Knowledge:** Investigate patterns in the natural world (e.g., heredity, population and resource distribution) • **Conditions for Learning Science:** Present persuasive argument based on the scientific aspects of controversial issues • **Conditions for Learning Science:** Synthesize scientific information from a variety of sources • **Applications for Science Learning:** Make personal behavior decisions by interpreting information that has a scientific basis • **Applications for Science Learning:** Make decisions regarding personal and public health • **Applications for Science Learning:** Analyze the contributions of advances in technology through history to his/her everyday life • **Applications for Science Learning:** Use scientific evidence to consider options, formulating positions about the health and safety of self and others



Competencies & Key Indicators

1.1 **Enhance personal development of self and others throughout the life span**

Key Indicators:

1.1.1 Identify physical, emotional, cognitive, and social changes of adolescence

1.1.2 Identify relationship between human needs and developmental stages of the life cycle

1.1.3 Identify strategies to enhance personal development throughout the life span

1.1.4 Distinguish between behaviors that enhance self-formation and those that are self-destructive

1.1.5 Relate significance of accepting and affirming personal uniqueness to personal development

1.1.6 Analyze interrelationships among physical, emotional, social, ethical, and intellectual aspects of human growth and development throughout the life span

1.2 **Enhance esteem of self and others**

Key Indicators:

1.2.1 Identify factors that affect esteem of self and others

1.2.2 Assess esteem of self and others

1.2.3 Compare effects of low self-esteem and high self-esteem

1.2.4 Identify strategies to promote positive esteem of self and others

1.2.5 Establish personal values and standards to support positive esteem of self and others

1.3 **Manage stressful situations**

Key Indicators:

1.3.1 Analyze factors contributing to stress

1.3.2 Identify physical and emotional responses to stress

1.3.3 Evaluate positive and negative effects of stress on self, relationships, and work productivity

1.3.4 Identify healthy and unhealthy ways of dealing with stress

1.3.5 Implement strategies to manage stress

1.3.6 Create strategies for developing and maintaining constructive support systems

1.4 Formulate plan to achieve career goals

Key Indicators:

1.4.1	Analyze value of work ethic in relation to personal and family values and goals
1.4.2	Evaluate work as a means of achieving personal and family goals
1.4.3	Compare impact of being employed or not being employed on well-being of self and others
1.4.4	Describe difference between a job and a career
1.4.5	Assess importance of setting short- and long-term career goals
1.4.6	Predict long-term significance of schooling
1.4.7	Analyze factors affecting career choices
1.4.8	Evaluate career choices in relation to self-esteem, self-formation, lifestyle, goals, and well-being of others
1.4.9	Establish career goals
1.4.10	Choose experiences and resources needed to achieve career goals
1.4.11	Describe employability skills necessary for getting and keeping a job

1.5 Form healthy, caring relationships with family members

Key Indicators:

1.5.1	Evaluate significance of a family to individuals and society
1.5.2	Analyze a variety of family structures
1.5.3	Analyze impact of stages of the life cycle on family members
1.5.4	Identify factors that affect relationships in families
1.5.5	Identify responsibilities of an individual in influencing and supporting goals and values of a family
1.5.6	Create strategies for dealing with family relationship problems
1.5.7	Demonstrate appropriate communication techniques for various family situations
1.5.8	Plan ways family members can share responsibilities to meet family needs
1.5.9	Apply strategies for strengthening family relationships

1.6 Form healthy, caring relationships with peers

Key Indicators:

1.6.1 Evaluate consequences of healthy and unhealthy peer relationships
1.6.2 Accept value of individual differences in interpersonal relationships
1.6.3 Analyze how personal actions and decisions affect others
1.6.4 Describe importance of expressing feelings and ideas to others
1.6.5 Use strategies for building and maintaining caring relationships with peers
1.6.6 Distinguish between personal crises and crises of others
1.6.7 Analyze choices for dealing with problems in friendships
1.6.8 Apply strategies for dealing with peer pressure
1.6.9 Identify strategies for dealing with current issues

1.7 Manage conflict

Key Indicators:

1.7.1 Clarify areas of disagreement in relationships
1.7.2 Express feelings, ideas, and values constructively
1.7.3 Apply techniques of giving and receiving feedback
1.7.4 Criticize ideas and behaviors without criticizing individuals
1.7.5 Integrate different ideas into a single position
1.7.6 Apply problem-solving process to choose a strategy to deal with conflict
1.7.7 Use appropriate strategies to negotiate differences
1.7.8 Seek help in managing conflict when appropriate

1.8 Choose healthful and responsible ways to express self throughout the life span

Key Indicators:

1.8.1 Evaluate messages in media and society about behaviors in relation to sexuality, tobacco, alcohol, and drugs
1.8.2 Resist negative peer pressure and dangerous situations, such as use of tobacco, alcohol, illegal/illicit drugs, dangerous and illegal weapons
1.8.3 Identify influences on gender role development
1.8.4 Distinguish between responsible and irresponsible ways to express intimacy and sexuality
1.8.5 Adopt transportation safety standards, such as safe driving/ridership practices

1.9 Evaluate importance of responsible parenting for individuals, families, and society

Key Indicators:

- 1.9.1 Describe parenting skills needed to foster human development and form healthy, caring relationships with infants and young children
- 1.9.2 Identify reasons to care for children in responsible ways
- 1.9.3 Identify realities of parenthood
- 1.9.4 Assess commitment needed to be a parent
- 1.9.5 Compare various reasons for becoming a parent
- 1.9.6 Identify factors to consider in evaluating readiness for parenthood
- 1.9.7 Evaluate how present decisions about parenting may affect future goals

1.10 Analyze conditions that influence human growth and development throughout the life span

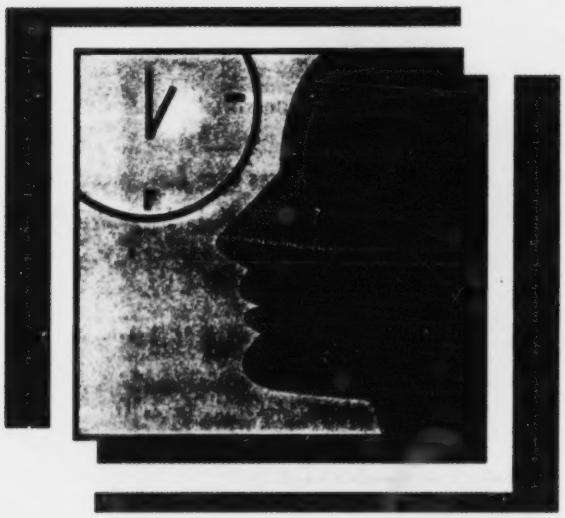
Key Indicators:

- 1.10.1 Investigate the interrelationship of heredity and environment on human growth and development
- 1.10.2 Explore the role of social, economic, and technological forces on individual growth and development throughout the life span
- 1.10.3 Examine the potential effects of gender, birth order, ethnicity, and culture on individual development throughout the life span
- 1.10.4 Examine the effects of life events, coping strategies, and adaptation on individuals' physical, emotional, social, ethical, and intellectual development throughout the life span

1.11 Enhance self-efficacy throughout the life span

Key Indicators:

- 1.11.1 Describe self-efficacy and its relationship with goal-directed behavior and learned helplessness
- 1.11.2 Examine the influence of role models and peers in developing self-efficacy
- 1.11.3 Identify the role of mentors in personal and professional development
- 1.11.4 Establish personal goals and objectives toward enhancing self-efficacy



Expectation

Management, a basic tool for living, includes the use of resources to achieve desired goals and purposes. Managerial skills are a learned behavior and provide a means for taking control of one's life through identifying values, setting goals, establishing a plan, identifying resources to achieve that which is valued, and providing a system of monitoring one's progress toward reaching goals. Management skills are developed through training and practice and can continue to develop throughout the life span.

Competencies

2.1 Manage resources to achieve personal goals

2.2 Make informed consumer choices for the well-being of self and others

2.3 Create a living environment that supports the well-being of individuals and families

2.4 Evaluate types of housing in relation to the family life cycle, lifestyle, values, goals, and resources

2.5 Maintain a living environment that supports the well-being of self and family and standards

2.6 Investigate ways to take responsibility for living in a global environment

2.7 Apply resource management skills in making decisions related to selecting, obtaining, and maintaining clothing for self and family

2.8 Apply resource management skills to plan food choices that meet dietary needs of individuals and families

2.9 Apply resource management skills to prepare and serve nutritious foods

2.10 Demonstrate management of individual and family resources related to transportation

2.11 Demonstrate management of individual and family resources related to recreation and leisure time

2.12 Evaluate the impact of technology on individual and family resources

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Sample Scenario

You are a parent of two teenagers, both of whom have drivers' licenses and are active in school activities. The responsibilities of your full-time job do not always allow you to be available to transport the teens to and from those after-school activities. You have determined that you can contribute $200 a month for additional transportation costs. You hold a "family council meeting" to work out a transportation plan. Develop a plan to best meet the transportation needs of your teenagers. Present your strategies to an audience that may include teens, parents, consumer credit counselors, bank loan officers, insurance agents, public transportation officials, and other/or appropriate people.

Guiding Questions

- How do your values affect how you manage resources? How do your goals affect how you manage resources?
- How does thoughtful and careful planning help maximize resources?
- Why is it important to develop and manage a family financial plan? What if every family did this?
- What considerations should be made to meet the transportation needs of your family?
- What are the options for your family's transportation? What are the costs of each option? Are there other resources available to help meet transportation expenses?
- What are the hidden costs of operating a car? Do families experience hidden costs in other areas of family finances?
- In what other ways might you use the management skills you learned within your family?

Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2, 1.4, 1.5, 1.9. 1.10
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	3.1, 3.3
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.6
Strand 5: Planning and Managing a Career	5.5
Strand 6: Managing Resources	6.1, 6.2, 6.3, 6.7

Academic Connections

The Arts	• **Nature and Meaning of the Arts/Valuing the Arts:** Explore instances and roles of the arts in daily life • **Nature and Meaning of the Arts/Valuing the Arts:** Articulate the basic nature and need for the arts
Math	• **Patterns, Relations, and Functions:** Model real-world phenomena with a variety of functions • **Geometry:** Explore inductive and deductive reasoning through applications to various subject areas • **Data Analysis and Probability:** Transform data to aid in data interpretation and prediction • **Data Analysis and Probability:** Read, interpret, and use tables, charts, and graphs to identify patterns, note trends, draw conclusions, and make predictions • **Data Analysis and Probability:** Determine probabilities of events involving unbiased objects. • **Data Analysis and Probability:** Design a statistical experiment to study a problem, conduct the experiment, interpret and communicate outcomes
Social Studies	• **American Heritage:** Suggest how past actions and decisions offer limitations and opportunities for the present • **World Interactions:** Analyze the impact of technology on communication and transportation throughout history that helped bring people of the world in closer contact • **World Interactions:** Discuss the relationship between culture, technology, and the environment • **Decision Making and Resources:** Explain how individuals and households exchange their resources for the income they need to buy goods and services • **Decision Making and Resources:** Analyze the opportunity costs or trade-offs involved in the planning of a budget

Academic Connections

Social Studies *(cont.)*	• **Decision Making and Resources:** Compare the benefits and costs of consuming (using cash or credit) versus saving • **Decision Making and Resources:** Investigate factors that influence the supply of and the demand for resources, goods, and services • **Democratic Processes:** Consider democratic principles when designing solutions to current issues • **Citizenship Rights and Responsibilities:** Acquire, interpret, and analyze information regarding civic issues • **Citizenship Rights and Responsibilities:** Evaluate the reliability of available information • **Citizenship Rights and Responsibilities:** Identify and weigh alternative viewpoints
Language Arts	• **Reading/Meaning Construction:** Read to clarify personal thinking and understanding • **Reading/Meaning Construction:** Support an interpretation of a text by locating and citing specific information • **Reading/Meaning Construction:** Confirm and extend meaning in reading by researching new concepts and facts • **Reading/Meaning Construction:** Use reading as a possible problem-solving strategy to clarify personal thinking and understanding • **Reading/Meaning Construction:** Assess the validity and quality of a selection read • **Reading/Multidisciplinary:** Value the thinking and language of others and self • **Reading/Multidisciplinary:** Read to develop an awareness of human rights and freedom • **Writing/Structure:** Synthesize information from a variety of sources • **Writing/Structure:** Appropriately cite information gained from primary and secondary sources • **Writing/Meaning Construction:** Evaluate, analyze, and synthesize information for writing • **Writing/Application:** Make judicious use of reference sources, (e.g., dictionary, thesaurus, on-line data base, encyclopedia) • **Writing/Multidisciplinary:** Use cross-disciplinary resources in writing projects • **Listening/Visual Literacy/Meaning Construction:** Develop the critical-thinking skills necessary to evaluate media and assess oral presentations • **Listening/Visual Literacy/Meaning Construction:** Gather information from listening and viewing experiences to enhance research

Academic Connections

Language Arts *(cont.)*	• **Listening/Visual Literacy/Application:** Use electronic media to enhance and highlight language learning • **Listening/Visual Literacy/Application:** Use technology and other media as a means of expressing ideas • **Listening/Visual Literacy/Multidisciplinary:** Participate through productive listening in a community of learners • **Oral Communication/Structure:** Organize notes and ideas for formal, semiformal, and informal presentations of information • **Oral Communication/Meaning Construction:** Participate in group communication activities • **Oral Communication/Meaning Construction:** Respond to the needs of various audiences • **Oral Communication/Application:** Develop and apply decision-making strategies
Science	• **Scientific Inquiry:** Identify, compare, and contrast different modes of inquiry, habits of mind, and attitudes and dispositions • **Scientific Inquiry:** Seek elaboration and justification of data and ideas, and reflect on alternative interpretations of the information • **Scientific Inquiry:** Create and use databases (electronic and other) to collect, organize, and verify data and observations • **Scientific Inquiry:** Document potentially hazardous conditions and associated risks in selected homes and public areas • **Scientific Inquiry:** Modify personal opinions, interpretations, explanations, and conclusions based on new information • **Scientific Knowledge:** Investigate patterns in the natural world (e.g., heredity, population, and resource distribution) • **Conditions for Learning Science:** Participate actively in dialogue about and resolution of community issues • **Conditions for Learning Science:** Formulate processes for determining when questions are appropriate for scientific investigation • **Conditions for Learning Science:** Develop possible courses of action in response to scientific issues of local and global concern • **Conditions for Learning Science:** Synthesize scientific information from a variety of sources • **Applications for Science Learning:** Make personal behavior decisions by interpreting information that has a scientific basis • **Applications for Science Learning:** Promote and carry out practices that contribute to a sustainable environment • **Applications for Science Learning:** Choose consumer materials utilizing personal and environmental risk and benefit information

Academic Connections

Science *(cont.)*	• **Applications for Science Learning:** Make decisions regarding personal and public health • **Applications for Science Learning:** Evaluate the social and ecological risks and benefits resulting in use of various consumer products • **Applications for Science Learning:** Analyze the contributions of advances in technology through history to his/her everyday life • **Applications for Science Learning:** Choose everyday consumer products that utilize recent innovative and pass appropriate performance criteria • **Applications for Science Learning:** Use scientific evidence to consider options, formulating positions about the health and safety of self and others • **Applications for Science Learning:** Promote public awareness of the interaction of technology with social issues • **Applications for Science Learning:** Make informed consumer choices by evaluating and prioritizing information, evidence, and strategies

Competencies & Key Indicators

2.1 Manage resources to achieve personal goals

Key Indicators:

- 2.1.1 Identify personal responsibilities for setting and reaching goals
- 2.1.2 Assess relationship between personal values and goals
- 2.1.3 Establish personal goals
- 2.1.4 Identify process for setting and reaching goals
- 2.1.5 Identify resources for achieving goals
- 2.1.6 Identify potential barriers to achieving goals and strategies to address barriers
- 2.1.7 Evaluate relationship between taking risks and achieving goals
- 2.1.8 Develop a management plan to achieve goals
- 2.1.9 Evaluate use of time, money, and other resources in the process of working toward goals
- 2.1.10 Analyze outcome of management plan
- 2.1.11 Analyze the impact of government regulations and policies on individual and family resources

2.2 Make informed consumer choices for the well-being of self and others

Key Indicators:

- 2.2.1 Identify factors affecting consumer decisions
- 2.2.2 Evaluate sources of consumer information
- 2.2.3 Apply consumer information in making decisions
- 2.2.4 Identify strategies for comparison shopping
- 2.2.5 Identify interrelationship between consumer rights and responsibilities
- 2.2.6 Evaluate information about procuring and maintaining health care to meet the needs of individuals and family members
- 2.2.7 Evaluate state and federal policies and laws providing consumer protection
- 2.2.8 Investigate how policies become laws related to consumer rights and responsibilities
- 2.2.9 Evaluate economic impacts of laws and regulations that pertain to consumers and providers of goods and services

2.3 **Create a living environment that supports the well-being of individuals and families**

Key Indicators:

2.3.1 Assess relationship between housing needs and individual or family development
2.3.2 Identify strategies to help assure a safe neighborhood and living environment
2.3.3 Analyze effect of shared living space on family relationships
2.3.4 Describe space needs for family members
2.3.5 Evaluate ways to share living space in family and in community
2.3.6 Use furnishings and accessories to decorate personal or family space

2.4 **Evaluate types of housing in relation to the family life cycle, lifestyle, values, goals, and resources**

Key Indicators:

2.4.1 Assess how individual and family situations are related to housing decisions
2.4.2 Evaluate types of housing available
2.4.3 Compare rights and responsibilities of homeowners, landlords, and tenants
2.4.4 Use comparison shopping skills to select housing
2.4.5 Evaluate state and federal policies and laws providing consumer protection
2.4.6 Investigate how policies become laws related to consumer rights and responsibilities
2.4.7 Evaluate economic impacts of laws and regulations that pertain to consumers and providers of goods and services

2.5 **Maintain a living environment that supports the well-being of self and family and standards**

Key Indicators:

2.5.1 Evaluate home maintenance tasks with regard to personal and family resources, abilities, and standards
2.5.2 Develop a plan for sharing home maintenance tasks among family members and others
2.5.3 Evaluate household appliances and home maintenance products for efficiency, safety, and environmental impact

2.6

Investigate ways to take responsibility for living in a global environment

Key Indicators:

2.6.1 Evaluate impact of environmental issues on self and others in future generations

2.6.2 Recognize personal responsibility for use of world resources

2.6.3 Plan ways to conserve, reuse, and recycle resources

2.6.4 Investigate government regulations for conserving natural resources

2.6.5 Differentiate individual and family roles in the economic system

2.6.6 Analyze the interrelationship between government, providers of goods and services, and consumers

2.7

Apply resource management skills in making decisions related to selecting, obtaining, and maintaining clothing for self and family

Key Indicators:

2.7.1 Identify physical, social, and emotional roles of clothing

2.7.2 Evaluate immediate and future clothing needs

2.7.3 Identify strategies for resolving conflicts regarding clothing choices

2.7.4 Develop strategies to achieve personal clothing goals based on needs, values, and resources

2.7.5 Compare ways to obtain clothing considering personal and family values and resources

2.7.6 Describe ways family members can share clothing care responsibilities

2.7.7 Evaluate equipment and laundry supplies for efficiency, safety, and environmental impact

2.7.8 Use product and label information when caring for clothing

2.7.9 Decide type of care needed for maintaining and storing clothing

2.7.10 Perform clothing maintenance, minor repair tasks, and basic clothing construction tasks

2.8 Apply resource management skills to plan food choices that meet dietary needs of individuals and families

Key Indicators:

- 2.8.1 Analyze role of food in meeting dietary needs
- 2.8.2 Recognize personal responsibility for maintaining health through food choices
- 2.8.3 Evaluate personal food habits
- 2.8.4 Analyze factors affecting food choices
- 2.8.5 Recognize cultural influences on food choices
- 2.8.6 Evaluate effect of advertising on food choices
- 2.8.7 Evaluate reliability of sources of nutrition information
- 2.8.8 Identify and apply standards for selecting nutritious food
- 2.8.9 Plan strategies for selecting nutritious foods
- 2.8.10 Modify menus to meet varying nutritional needs of family members
- 2.8.11 Evaluate environmental impact of food purchases, preparation, and disposal

2.9 Apply resource management skills to prepare and serve nutritious foods

Key Indicators:

- 2.9.1 Evaluate nutrition sources and food preparation information
- 2.9.2 Choose food preparation techniques that maximize nutritive value of food
- 2.9.3 Recognize health-related dangers associated with improper food handling
- 2.9.4 Practice appropriate sanitation and storage procedures related to handling food
- 2.9.5 Apply time-management principles when preparing and serving food
- 2.9.6 Plan ways to share food preparation tasks in group and family settings
- 2.9.7 Create strategies for enhancing positive social interaction during mealtime
- 2.9.8 Identify and use appropriate equipment and supplies for food preparation in home

2.10 Demonstrate management of individual and family resources related to transportation

Key Indicators:

- 2.10.1 Implement decisions about transportation needs
- 2.10.2 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members
- 2.10.3 Evaluate state and federal policies and laws providing consumer protection
- 2.10.4 Investigate how policies become laws related to consumer rights and responsibilities
- 2.10.5 Evaluate economic impacts of laws and regulations that pertain to consumers and providers of goods and services

2.11 Demonstrate management of individual and family resources related to recreation and leisure time

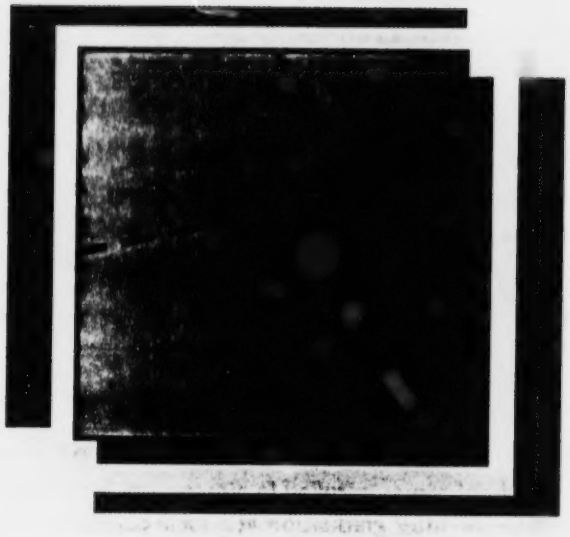
Key Indicators:

- 2.11.1 Implement decisions about recreational and leisure needs
- 2.11.2 Apply customer service skills to acquire information that meets the recreational and leisure needs of individuals and family members
- 2.11.3 Analyze the role of recreation and leisure activities for individuals and families throughout the life span
- 2.11.4 Evaluate personal recreation and leisure habits
- 2.11.5 Analyze factors affecting recreation and leisure time choices
- 2.11.6 Recognize cultural influences on recreation and leisure choices
- 2.11.7 Evaluate the effect of advances on recreation and leisure choices
- 2.11.8 Evaluate the reliability of sources of recreation and leisure choices
- 2.11.9 Plan strategies for selecting recreation and leisure activities
- 2.11.10 Modify recreation and leisure activities to meet varying needs of family members throughout the life span
- 2.11.11 Evaluate environmental impact of recreation and leisure activities

2.12 Evaluate the impact of technology on individual and family resources

Key Indicators:

- 2.12.1 Review types of technology that impact family and consumer decision-making
- 2.12.2 Examine how media and technological advances impact family and consumer decisions
- 2.12.3 Assess the use of technology and its impact on quality of life



Expectation

Personal life choices made now and throughout life, in many ways, determine the quality of life. Changes occurring normally and unexpectedly throughout the life cycle; changing societal, personal, and work circumstances; and, changing goals affect one's life plan. Having a philosophy and plan for living helps individuals anticipate and manage the constant changes and choices in life.

Competencies

3.1 Develop a life-management plan

3.2 Care for self and others to ensure wellness

3.3 Build and maintain constructive interpersonal relationships

3.4 Build and maintain strong, functional families

3.5 Develop strategies for lifelong career planning

3.6 Coordinate personal and career responsibilities for well-being of self and others

3.7 Establish a plan for using resources to meet individual and family needs and goals

Sample Scenario

You are a high school senior enrolled in a computer technology program. You have been offered a full-time job after graduation at a local computer store. You are also considering enrolling as a full-time student in computer programming at the local community college. At the same time, you and your fiancé are considering getting married next fall. To help you make decisions about what to do after graduation, develop a life plan that includes long- and short-term goals based on personal interests, skills, educational goals and family life goals. Identify goals, barriers, resources, and strategies for success within this plan. Present your plan, using visual and written materials, to an audience that may include parents, teachers, school administrators, workplace mentors, employers, high school guidance counselors, school board members, college admissions counselors, and/or other appropriate people.

Guiding Questions

- What should you consider when planning for a career? for future education? for your future family life?
- How do your interests, skills, abilities, and aptitudes influence your career development plans?
- How do family life goals affect career and education goals? How do career goals affect education and family life goals? How do education goals affect career and family life goals?
- How can a support system help you with career planning? with education planning? with family life planning?
- Why is it important to develop a life plan? What if every high school student did this?

Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2, 1.3
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	3.1, 3.3
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.6
Strand 5: Planning and Managing a Career	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Strand 6: Managing Resources	6.1, 6.2, 6.3, 6.5, 6.7, 6.11

Academic Connections

Math	• **Patterns, Relations, and Functions:** Model real-world phenomena with a variety of functions • **Data Analysis and Probability:** Read, interpret, and use tables, charts, and graphs to identify patterns, note trends, draw conclusions, and make predictions • **Data Analysis and Probability:** Determine probabilities of events involving unbiased objects
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Academic Connections

Language Arts *(cont.)*	• **Writing/Structure:** Use information synthesized from a variety of sources to construct meaning • **Writing/Meaning Construction:** Evaluate, analyze, and synthesize information for writing • **Writing/Application:** Make judicious use of reference sources, (e.g., dictionary, thesaurus, online data base, encyclopedia) • **Listening/Visual Literacy/Meaning Construction:** Gather information from listening and viewing experiences to enhance research • **Oral Communication/Meaning Construction:** Respond to the needs of various audiences • **Oral Communication/Application:** Develop and apply decision-making strategies
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Competencies & Key Indicators

3.1 Develop a life-management plan

Key Indicators:

- 3.1.1 Identify life choices
- 3.1.2 Analyze factors affecting life choices
- 3.1.3 Identify personal strengths and limitations
- 3.1.4 Establish short- and long-term personal goals
- 3.1.5 Identify changes that impact a life-management plan
- 3.1.6 Evaluate use of time, money, and other resources needed to achieve goals
- 3.1.7 Develop set of criteria for evaluating life choices
- 3.1.8 Take personal responsibility for life choices

3.2 Care for self and others to ensure wellness

Key Indicators:

- 3.2.1 Identify elements of wellness
- 3.2.2 Describe significance of healthy lifestyle
- 3.2.3 Identify strategies to maintain wellness
- 3.2.4 Establish wellness goals as part of life-management plan
- 3.2.5 Evaluate personal and family wellness status and needs
- 3.2.6 Identify and evaluate sources of wellness information
- 3.2.7 Analyze factors that contribute to stress
- 3.2.8 Implement strategies to manage effects of stress
- 3.2.9 Assess factors that contribute to maintaining safe and healthy home, work, and community environments

3.3 Build and maintain constructive interpersonal relationships

Key Indicators:

- 3.3.1 Identify factors that affect self-concept
- 3.3.2 Promote positive self-worth in others
- 3.3.3 Apply effective communication skills
- 3.3.4 Apply problem-solving process to choose strategies to manage conflict
- 3.3.5 Analyze characteristics of constructive and destructive relationships
- 3.3.6 Analyze effects of dependence, independence, and interdependence on relationships
- 3.3.7 Identify appropriate strategies to initiate, maintain, and end interpersonal relationships
- 3.3.8 Analyze needs, motivations, and opportunities involved in relationships
- 3.3.9 Distinguish between responsible and irresponsible behaviors in relationships
- 3.3.10 Identify characteristics of love and commitment with family, friends, and others

3.4 Build and maintain strong, functional families

Key Indicators:

- 3.4.1 Identify characteristics of a functional family
- 3.4.2 Evaluate role of families in meeting needs of individuals throughout the life cycle
- 3.4.3 Identify strategies to assess needs and expectations of all family members
- 3.4.4 Identify strategies to create and maintain a strong, functional family
- 3.4.5 Identify appropriate strategies for dealing with family change and stress
- 3.4.6 Analyze factors influencing mate selection
- 3.4.7 Assess responsibilities of and personal readiness for marriage and family life
- 3.4.8 Assess responsibilities of and personal readiness for parenthood

3.5 Develop strategies for lifelong career planning

Key Indicators:

- 3.5.1 Analyze value of work ethic in relation to personal and family values and goals
- 3.5.2 Analyze significance of work for self, family, and society
- 3.5.3 Define the career-planning process
- 3.5.4 Assess knowledge, attitudes, skills, and aspirations
- 3.5.5 Research world of work
- 3.5.6 Demonstrate job search skills
- 3.5.7 Identify strategies for keeping a job, advancing in a job, and increasing wages
- 3.5.8 Evaluate career choices in relation to life-management plan
- 3.5.9 Evaluate interrelationship between career choice and lifestyle
- 3.5.10 Identify strategies for dealing with career successes, changes, and/or disappointments
- [illegible] Identify factors that impact current and future career choices
- [illegible] Evaluate strategies to manage the impact of changing and emerging technologies

3.6 Coordinate personal and career responsibilities for well-being of self and others

Key Indicators:

- 3.6.1 Determine individual, family, and work-related priorities
- 3.6.2 Evaluate interrelationships between the family life cycle and career patterns
- 3.6.3 Identify effects of role stereotyping in work and family settings
- 3.6.4 Analyze effects of power and conflicts in work and family settings
- 3.6.5 Establish criteria for assignment of tasks, responsibilities, and performance standards
- 3.6.6 Identify variety of strategies to coordinate work and family responsibilities
- 3.6.7 Use variety of strategies to ensure adequate personal, work, and family time
- 3.6.8 Identify family and work support resources and services
- 3.6.9 Identify strategies to improve workplace policies and attitudes that support individuals and families

3.7 Establish a plan for using resources to meet individual and family needs and goals

Key Indicators:

- 3.7.1 Plan strategies to facilitate self-responsibility in managing a financial plan
- 3.7.2 Identify strategies for involving family members in financial planning
- 3.7.3 Analyze consumer rights and responsibilities
- 3.7.4 Identify and evaluate sources of consumer information
- 3.7.5 Evaluate financial institutions and services (e.g., savings, investments, credit)
- 3.7.6 Identify significance of establishing and maintaining good credit
- 3.7.7 Identify types of insurance available in relation to insurance needs throughout the life cycle
- 3.7.8 Identify factors to consider when making decisions about food, clothing, transportation, and housing
- 3.7.9 Identify strategies for maintaining and conserving resources
- 3.7.10 Determine the necessities for and practices that allow individuals and families to maintain economic self-sufficiency

Nutrition and Wellness - Unit 4

High School Work and Family Life ITAC

Expectation

The quality of food choices impacts physical, emotional, and social health on a daily basis. The choices made today will affect life expectancy, reproductive health, and risk factors for diseases. The ability to competently plan strategies for choosing, acquiring, preparing, and storing foods will affect overall health and wellness.

Competencies

4.1 Make choices that promote wellness and good health for self and others

4.2 Analyze interrelationship between food choices and wellness

4.3 Evaluate relationship between psychological and social needs and food choices

4.4 Plan strategies for choosing foods that promote wellness throughout the life span

4.5 Obtain and store food for self and family

4.6 Demonstrate ability to create aesthetically pleasing meals and snacks that promote good nutrition

4.7 Select and use equipment for food preparation

4.8 Identify strategies to promote optimal nutrition and wellness of society

4.9 Evaluate factors that affect food safety, from production through consumption

4.10 Evaluate the impact of science and technology on food composition, safety, and other issues

Sample Scenario

You are the student representative on the advisory committee for the cafeteria in Jones School District. Recent industry growth has brought an influx of various ethnic groups to your community. You have been asked by the School Parent Partnership committee to propose a plan for the school food service program to meet the needs of this culturally diverse population, following dietary and school district guidelines. Present this plan, using visual and written materials, to an audience that may include school cooks, school district dietitians, parents, students, foreign language teachers, community leaders of different ethnic groups, family and consumer sciences extension agents, and/or other appropriate people.

Guiding Questions

- How can you learn more about your community's composition and characteristics to help you meet the needs of a diverse population in your school?
- What do you need to know about dietary and nutritional practices and needs of the different ethnic groups?
- What would the School Parent Partnership committee need to know in order to make sound reasoned decisions and recommendations to your district?

Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2, 1.4, 1.5, 1.7, 1.10
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	3.1
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.4, 4.6
Strand 5: Planning and Managing a Career	5.5
Strand 6: Managing Resources	6.2, 6.3, 6.4, 6.5, 6.7

Academic Connections

The Arts	• **Arts Criticism/Responding to the Arts:** Develop rubrics for distinguishing the characteristics of quality arts products and performances • **Nature and Meaning of the Arts/Valuing the Arts:** Explore instances and roles of the arts in daily life • **Nature and Meaning of the Arts/Valuing the Arts:** Articulate the basic nature and need for the arts
Math	• **Patterns, Relations, and Functions:** Model real-world phenomena with a variety of functions • **Data Analysis and Probability:** Read, interpret, and use tables, charts, and graphs to identify patterns, note trends, draw conclusions, and make predictions • **Data Analysis and Probability:** Determine probabilities of events involving unbiased objects • **Data Analysis and Probability:** Design a statistical experiment to study a problem, conduct the experiment, interpret and communicate outcomes
Social Studies	• **American Heritage:** Suggest how past actions and decisions offer limitations and opportunities for the present • **World Interactions:** Analyze the impact of technology on communication and transportation throughout history that helped bring people of the world in closer contact • **World Interactions:** Discuss the relationship between culture, technology, and the environment • **Citizenship Rights and Responsibilities:** Acquire, interpret, and analyze information regarding civic issues • **Citizenship Rights and Responsibilities:** Evaluate the reliability of available information • **Citizenship Rights and Responsibilities:** Identify and weigh alternative viewpoints • **Citizenship Rights and Responsibilities:** Analyze the impact of citizen participation on significant issues

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Academic Connections

Language Arts	• **Reading/Structure:** Apply an expanding vocabulary gained through reading • **Reading/Meaning Construction:** Read to clarify personal thinking and understanding • **Reading/Meaning Construction:** Support an interpretation of a text by locating and citing specific information • **Reading/Meaning Construction:** Confirm and extend meaning in reading by researching new concepts and facts • **Reading/Meaning Construction:** Use reading as a possible problem-solving strategy to clarify personal thinking and understanding • **Reading/Meaning Construction:** Assess the validity and quality of a selection read • **Reading/Multidisciplinary:** Value the thinking and language of others and self • **Reading/Multidisciplinary:** Read to explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures, including compassion, courtesy, tolerance, honesty, responsibility, and self-discipline • **Writing/Structure:** Synthesize information from a variety of sources • **Writing/Meaning Construction:** Evaluate, analyze, and synthesize information for writing • **Writing/Meaning Construction:** Use word processing , graphs, and publishing aids for constructing meaning in writing • **Writing/Application:** Revise and edit papers extensively in preparation for presentation/publication • **Writing/Application:** Develop topic fully and appropriately • **Writing/Multidisciplinary:** Record experiences and observations related to content learning • **Writing/Multidisciplinary:** Use cross-disciplinary resources in writing projects • **Listening/Visual Literacy/Meaning Construction:** Develop the critical-thinking skills necessary to evaluate media and assess oral presentations • **Listening/Visual Literacy/Meaning Construction:** Gather information from listening and viewing experiences to enhance research • **Oral Communication/Structure:** Organize notes and ideas for formal, semiformal, and informal presentations of information • **Oral Communication/Meaning Construction:** Respond to the needs of various audiences • **Oral Communication/Application:** Develop and apply decision-making strategies

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Academic Connections

Foreign Language	• **Cultural Knowledge:** Develop sensitivity to cultural differences • **Multidisciplinary Connections, Information, and Knowledge:** Identify practices and beliefs in the target culture(s) that support a healthy lifestyle
Science	• **Scientific Inquiry:** Identify, compare, and contrast different modes of inquiry, habits of mind, and attitudes and dispositions • **Scientific Inquiry:** Seek elaboration and justification of data and ideas, and reflect on alternative interpretations of the information • **Scientific Inquiry:** Discuss societal controversies that surround scientific issues • **Scientific Inquiry:** Document potentially hazardous conditions and associated risks in selected homes and public areas • **Scientific Inquiry:** Modify personal opinions, interpretations, explanations, and conclusions based on new information • **Scientific Inquiry:** Read, verify, debate and, where necessary, refute research published in popular or technical journals of science (e.g., *Discover, Omni, Popular Mechanics*) • **Scientific Inquiry:** Recognize and communicate differences between questions investigated through science vs. other ways of knowing • **Scientific Inquiry:** Utilize appropriate units for counts and measures • **Scientific Knowledge:** Investigate patterns in the natural world (e.g., heredity, population and resource distribution) • **Scientific Knowledge:** Investigate models and theories to explain the interactions of components in systems (e.g., energy, psychosocial) • **Scientific Knowledge:** Investigate physical and chemical changes in living and non-living systems • **Scientific Knowledge:** Investigate conservation principles associated with physical, chemical, and nuclear changes • **Scientific Knowledge:** Formulate interpretations of the relationship between energy exchange and interfaces between system components • **Scientific Knowledge:** Formulate an understanding of the relationship among organisms and objects based on molecular structure (e.g., proteins, nucleic acids) • **Scientific Knowledge:** Formulate models and hypotheses that can be used to explain the interactions of components within technological and ecological systems • **Conditions for Learning Science:** Participate actively in dialogue about and resolution of community issues

Academic Connections

Science *(cont.)*	• **Conditions for Learning Science:** Select and utilize resources by various criteria (e.g., efficiency, effectiveness, health, safety) that are appropriate to investigations being conducted by groups • **Conditions for Learning Science:** Present persuasive argument based on the scientific aspects of controversial issues • **Conditions for Learning Science:** Investigate social issues with a scientific perspective (e.g., human rights, wellness, economics, futurism, environmental ethics) • **Conditions for Learning Science:** Keep journals of observations and inferences made over time and reflect upon the impact of these recorded ideas on own thinking and actions • **Conditions for Learning Science:** Formulate processes for determining when questions are appropriate for scientific investigation • **Conditions for Learning Science:** Examine the influences of social and political structures and realities that contribute to inquiry about scientific issues • **Conditions for Learning Science:** Develop possible courses of action in response to scientific issues of local and global concern • **Conditions for Learning Science:** Synthesize scientific information from a variety of sources • **Conditions for Learning Science:** Evaluate and prioritize scientific issues based upon risk-benefit analyses • **Applications for Science Learning:** Make personal behavior decisions by interpreting information that has a scientific basis • **Applications for Science Learning:** Propose courses of action that will validate and demonstrate personal understanding of scientific principles • **Applications for Science Learning:** Guide other learners in their understanding of the interactions of technologies and society • **Applications for Science Learning:** Make decisions regarding personal and public health • **Applications for Science Learning:** Analyze the contributions of advances in technology through history to his/her everyday life • **Applications for Science Learning:** Predict various scenarios and propose solutions to community issues using scientific information • **Applications for Science Learning:** Use scientific evidence to consider options, formulating positions about the health and safety of self and others • **Applications for Science Learning:** Promote public awareness of the interaction of technology with social issues • **Applications for Science Learning:** Make informed consumer choices by evaluating and prioritizing information, evidence, and strategies

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Competencies & Key Indicators

4.1 Make choices that promote wellness and good health for self and others

Key Indicators:

- 4.1.1 Analyze factors that contribute to wellness
- 4.1.2 Analyze effects of lifestyle choices on self and others
- 4.1.3 Identify effects of nutrition on wellness
- 4.1.4 Identify physical fitness strategies for a healthy lifestyle
- 4.1.5 Identify strategies for using time to promote wellness
- 4.1.6 Analyze relationship between sleep, rest, and maintaining a healthy lifestyle
- 4.1.7 Identify factors that cause stress and strategies to manage stress
- 4.1.8 Identify factors that affect emotional well-being
- 4.1.9 Analyze how substance abuse influences personal and family wellness
- 4.1.10 Develop a lifestyle plan that promotes wellness

4.2 Analyze interrelationship between food choices and wellness

Key Indicators:

- 4.2.1 Identify health concerns and their relationship to food choices
- 4.2.2 Identify effects of nutrients on the body
- 4.2.3 Compare personal and family nutrition needs throughout the life cycle
- 4.2.4 Identify personal and family eating patterns and their effect on wellness
- 4.2.5 Identify and evaluate sources of nutrition information
- 4.2.6 Analyze effects of food fallacies on food choices
- 4.2.7 Analyze factors to consider when identifying healthy body weights
- 4.2.8 Evaluate relationship between food choices, eating patterns, physical activity, and maintaining healthy body weights

4.3 Evaluate relationship between psychological and social needs and food choices

Key Indicators:

- 4.3.1 Analyze psychological and social factors affecting food choices
- 4.3.2 Analyze impact of media on food choices
- 4.3.3 Identify cultural, ethnic, and family traditions or values in relation to food choices
- 4.3.4 Identify how peer pressure affects food choices
- 4.3.5 Examine impact of food addictions and eating disorders on wellness
- 4.3.6 Recognize culturally accepted eating behaviors
- 4.3.7 Demonstrate socially accepted eating behaviors

4.4 Plan strategies for choosing foods that promote wellness throughout the life span

Key Indicators:

- 4.4.1 Establish criteria for planning personal and family meals
- 4.4.2 Identify nutrition standards used to select nutritious foods
- 4.4.3 Compare and apply nutrition standards to meet nutrition needs when planning menus
- 4.4.4 Analyze menus and/or recipes for nutrient benefits to family members
- 4.4.5 Develop strategies for selecting nutritious foods
- 4.4.6 Develop strategies for involving family members in menu planning
- 4.4.7 Resolve family conflicts about food choices
- 4.4.8 Develop strategies that meet the health and dietary requirements of individuals and families with special needs

4.5 Obtain and store food for self and family

Key Indicators:

- 4.5.1 Identify means of obtaining food
- 4.5.2 Develop criteria for purchasing/obtaining food
- 4.5.3 Develop strategies to comparison shop for food
- 4.5.4 Evaluate effects of advertising on food purchases
- 4.5.5 Develop budget for purchasing food
- 4.5.6 Identify management strategies for purchasing and storing food on limited resources
- 4.5.7 Use package label information to select food products
- 4.5.8 Analyze impact of advances in food technology on products available to consumers
- 4.5.9 Identify strategies for conserving environmental resources with regard to food purchases, preparation, storage, and disposal
- 4.5.10 Process and store food with regard to safety, sanitation, shelf life, and quality maintenance

4.6

Demonstrate ability to create aesthetically pleasing meals and snacks that promote good nutrition

Key Indicators:

4.6.1 Evaluate cookbooks and other resources for food preparation information

4.6.2 Apply basic food-science principles to food preparation

4.6.3 Evaluate recipes for nutritional value and preparation process

4.6.4 Modify recipes to meet dietary needs

4.6.5 Apply cost and time-management principles when planning, preparing, and serving food

4.6.6 Maintain safe and sanitary food-preparation standards

4.6.7 Design and organize kitchen work-space to facilitate food preparation

4.6.8 Analyze effects of occupational, social, economic, and cultural influences on preparing and serving meals

4.6.9 Develop strategies to involve family members in food preparation, serving, and cleanup to foster positive family interaction

4.6.10 Apply principles of aesthetics to food preparation

4.7

Select and use equipment for food preparation

Key Indicators:

4.7.1 Develop criteria for selecting kitchen equipment

4.7.2 Evaluate how kitchen equipment influences food choices and management of resources

4.7.3 Compare kitchen equipment with respect to cost, time utilization, safety, storage, maintenance, and environmental concerns

4.7.4 Select, use, clean, and maintain food preparation utensils

4.8

Identify strategies to promote optimal nutrition and wellness of society

Key Indicators:

4.8.1 Identify community and national issues related to nutrition and wellness

4.8.2 Identify and evaluate community resources and services for nutrition and wellness

4.8.3 Recognize impact of food choices on environment and global community

4.8.4 Analyze effects of governmental policies and regulations on nutrition and wellness of self, family, and society

4.8.5 Create strategies for promoting nutrition and wellness

4.8.6 Identify career options in field of food, nutrition, and wellness

4.8.7 Analyze effects of social, economic, and technological influences on food choices and dietary practices

4.8.8 Investigate the impact of local, regional, and global events and conditions on food choices and practices

4.9 Evaluate factors that affect food safety, from production through consumption

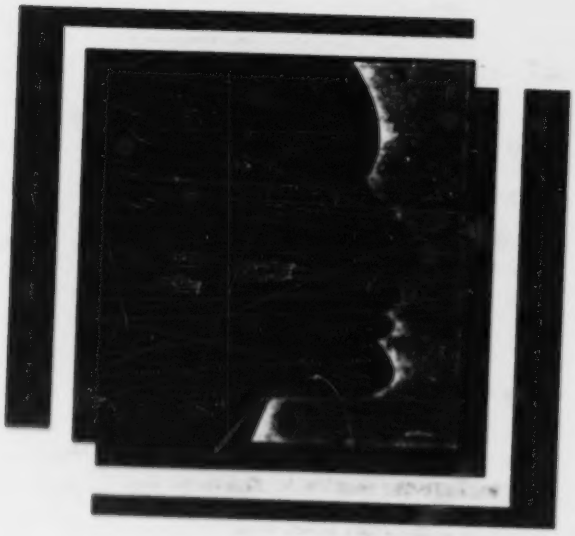
Key Indicators:

- 4.9.1 Determine conditions and practices that promote safe food handling
- 4.9.2 Demonstrate safe food handling practices
- 4.9.3 Appraise safety and sanitation practices throughout the food chain
- 4.9.4 Determine how changes in local, regional, national, and international food production and distribution systems impact the food supply
- 4.9.5 Appraise local, state, and federal inspection and labeling systems that protect the health of individuals and the public
- 4.9.6 Monitor food-borne illness as a health issue for individuals and families
- 4.9.7 Review public dialogue about food safety and sanitation

4.10 Evaluate the impact of science and technology on food composition, safety, and other issues

Key Indicators:

- 4.10.1 Determine how scientific and technical advances impact the nutrient content, availability, and safety of foods
- 4.10.2 Assess how the scientific and technical advances in food acquisition, processing, storage, product development, and distribution impact nutrition, wellness, and the environment
- 4.10.3 Determine the impact of technological advances on selection, preparation, and home storage of food
- 4.10.4 Assess the effects of food science and technology on meeting nutritional needs of self and others



Expectation

Families are one of the few institutions in which people have the opportunity to form long-term intimate relationships. The quality of family relationships plays a key role in the well-being of family members, the effectiveness of the socialization process, and the ability of individuals from each family to be effective in school, work and the community. What is observed and experienced in families provides the foundation for how an individual will evolve into an adult role such as spouse and parent.

Competencies

5.1 Analyze the significance of families

5.2 Nurture human development within families throughout the life span

5.3 Analyze factors related to forming one's own family

5.4 Analyze factors that build and maintain healthy family relationships

5.5 Develop communication patterns that enhance family relationships

5.6 Deal effectively with family stressors, conflicts, and crises

5.7 Manage work and family roles and responsibilities throughout the life span

5.8 Analyze social forces that influence families across the life span

5.9 Analyze the reciprocal impact of individual and family participation in community activities

5.10 Analyze conditions that influence human growth and development throughout the life span

5.11 Analyze the impact of families as a system on individuals and society

5.12 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families

Sample Scenario

You have recently decided that your 85-year-old mother will move in with you and your three children. Your mother's health is declining, she has some unique dietary needs, and she can no longer drive. You have called a "family council meeting" to make a plan for the move and to discuss the changes this will bring about in your family. Develop a plan to address the changes, taking into consideration the needs and well-being of all family members. Present this plan, using visual and written materials, to an audience that may include parents, teens, geriatric professionals, family services professionals and/or other appropriate people.

Guiding Questions

- What changes are likely to be made in the family? How might each person in the family be affected by the changes?
- How can you identify each family member's wants and needs in order to support family and individual satisfaction and well-being?
- How might family members adapt to the changes? How might they negotiate with others to meet their needs?
- How are the family's resources likely to be affected by these changes? What other resources are available to help families in times of major changes?

Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	None
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.6
Strand 5: Planning and Managing a Career	5.5
Strand 6: Managing Resources	6.1, 6.2, 6.7

Academic Connections

The Arts	• **Historical, Cultural, and Social Contexts/Understanding the Role of the Arts in People's Lives:** Examine history to discover how art forms interact with social, political, spiritual, environmental, and economic issues • **Historical, Cultural, and Social Contexts/Understanding the Role of the Arts in People's Lives:** Explore the human experience as it relates to an art form in terms of symbols and practices across cultures and times • **Historical, Cultural, and Social Contexts/Understanding the Role of the Arts in People's Lives:** Investigate how the arts are an index to the social values and accomplishments of a community • **Nature and Meaning of the Arts/Valuing the Arts:** Explore instances and roles of the arts in daily life • **Nature and Meaning of the Arts/Valuing the Arts:** Articulate the basic nature and need for the arts
Math	• **Patterns, Relations, and Functions:** Model real-world phenomena with a variety of functions
Social Studies	• **People in Societies:** Explain how the United States has benefited from its multicultural diversity • **People in Societies:** Explore the roots of prejudice and identify ways of combating prejudice • **People in Societies:** Examine reasons why people in various cultural groups preserve their culture while still participating in United States society and economy • **World Interactions:** Discuss the relationship between culture, technology, and the environment • **World Interactions:** Determine patterns of movement of people, ideas, products, and capital and identify the linkages that prompt interdependence among people and societies • **Decision Making and Resources:** Explain how individuals and households exchange their resources for the income they need to buy goods and services

Academic Connections

Social Studies *(cont.)*	• **Decision Making and Resources:** Investigate factors that influence the supply of and the demand for resources, goods, and services • **Citizenship Rights and Responsibilities:** Acquire, interpret, and analyze information regarding civic issues • **Citizenship Rights and Responsibilities:** Evaluate the reliability of available information • **Citizenship Rights and Responsibilities:** Identify and weigh alternative viewpoints • **Citizenship Rights and Responsibilities:** Analyze the impact of citizen participation on significant issues
Language Arts	• **Reading/Structure:** Apply an expanding vocabulary gained through reading • **Reading/Meaning Construction:** Read to clarify personal thinking and understanding • **Reading/Meaning Construction:** Confirm and extend meaning in reading by researching new concepts and facts • **Reading/Meaning Construction:** Use reading as a possible problem-solving strategy to clarify personal thinking and understanding • **Reading/Multidisciplinary:** Read to explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures, including compassion, courtesy, tolerance, honesty, responsibility, and self-discipline • **Reading/Multidisciplinary:** Value the thinking and language of others and self • **Reading/Multidisciplinary:** Read to develop an awareness of human rights and freedom • **Writing/Meaning Construction:** Evaluate, analyze, and synthesize information for writing • **Writing/Meaning Construction:** Engage in self-initiated writing activities • **Writing/Application:** Write in response to prompted and self-selected topics in the practical expository and persuasive domains • **Writing/Application:** Use the writing process to clarify personal thinking and understanding • **Writing/Multidisciplinary:** Record experiences and observations related to content learning • **Writing/Multidisciplinary:** Use the writing process to demonstrate an understanding of the need for human rights • **Writing/Multidisciplinary:** Write in response to reading, speaking, viewing, and listening

Academic Connections

Language Arts *(cont.)*	• **Writing/Multidisciplinary:** Use cross-disciplinary resources in writing projects • **Listening/Visual Literacy/Meaning Construction:** Use information gathered from listening and viewing experiences to expand research • **Listening/Visual Literacy/Meaning Construction:** Gather information from listening and viewing experiences to enhance research • **Listening/Visual Literacy/Multidisciplinary:** Investigate language and cultural differences through listening and viewing activities • **Listening/Visual Literacy/Multidisciplinary:** Participate through productive listening in a community of learners • **Listening/Visual Literacy/Multidisciplinary:** Engage in individual, small-group, and whole-group listening and viewing activities • **Oral Communication/Meaning Construction:** Participate in group communication activities • **Oral Communication/Meaning Construction:** Respond to the needs of various audiences • **Oral Communication/Application:** Develop and apply decision-making strategies
Foreign Language	• **Cultural Knowledge:** Develop sensitivity to cultural diversity • **Cultural Knowledge:** Use appropriate language and gestures in a wide range of social contexts • **Cultural Knowledge:** Explain features of American culture which may be misunderstood by people in the target culture(s) (e.g., use of leisure time, teacher-student relationships, tendency to display material wealth, role of the federal government) • **Cultural Knowledge:** Discuss similarities and differences between attitudes and behaviors of adolescents in the home and target cultures (e.g., recreational and leisure time activities, upbringing, behavior at home and school, attitude toward education, family relationships, attitudes toward money) • **Cultural Knowledge:** Modify personal opinions, interpretations, explanations, and conclusions based on new information
Science	• **Scientific Inquiry:** Identify, compare, and contrast different modes of inquiry, habits of mind, and attitudes and dispositions • **Scientific Inquiry:** Seek elaboration and justification of data and ideas, and reflect on alternative interpretations of the information • **Scientific Inquiry:** Discuss societal controversies that surround scientific issues • **Scientific Inquiry:** Observe and document events and characteristics of complex systems • **Scientific Inquiry:** Read, verify, debate and where necessary, refute research published in popular or technical journals of science

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Academic Connections

Science *(cont.)*	• **Scientific Inquiry:** Modify personal opinions, interpretations, explanations, and conclusions based on new information • **Scientific Knowledge:** Investigate patterns in the natural world (e.g., heredity, population and resource distribution) • **Scientific Knowledge:** Investigate models/theories to explain the interactions of components in systems (e.g., energy, psychosocial) • **Scientific Knowledge:** Formulate models and hypotheses about patterns in the natural world (e.g., social behavior, aging, hormonal cycles) • **Conditions for Learning Science:** Participate actively in dialogue about and resolution of community issues • **Conditions for Learning Science:** Investigate social issues with a scientific perspective (e.g., human rights, wellness, economics, futurism) • **Conditions for Learning Science:** Keep journals of observations and inferences made over an extended period of time and reflect upon the impact of these recorded ideas on own thinking and actions • **Conditions for Learning Science:** Examine the intellect, perspectives, and ethics of notable scientists • **Conditions for Learning Science:** Examine the influences of social and political structures and realities that contribute to inquiry about scientific issues • **Conditions for Learning Science:** Develop possible courses of action in response to scientific issues of local and global concern • **Conditions for Learning Science:** Synthesize scientific information from a variety of sources • **Conditions for Learning Science:** Evaluate and prioritizing scientific issues based upon risk-benefit analyses • **Applications for Science Learning:** Make personal behavior decisions by interpreting information that has a scientific basis • **Applications for Science Learning:** Propose courses of action that will validate and demonstrate personal understanding of scientific principles • **Applications for Science Learning:** Guide other learners in their understanding of the interactions of technologies and society • **Applications for Science Learning:** Predict various scenarios and propose solutions to community issues using scientific information • **Applications for Science Learning:** Use scientific evidence to consider options and formulate positions about the health and safety of self and others • **Applications for Science Learning:** Promote public awareness of the interaction of technology with social issues

Competencies & Key Indicators

5.1

Analyze the significance of families

Key Indicators:

5.1.1 Explore the diverse meanings of family

5.1.2 Analyze functions of families

5.1.3 Assess the role of families in developing and transmitting values

5.1.4 Identify stages of the family life cycle

5.1.5 Identify various family systems

5.1.6 Analyze trends in family composition in America

5.1.7 Analyze impact of social and cultural diversity on families

5.2

Nurture human development in the family throughout the life span

Key Indicators:

5.2.1 Identify physical, social, emotional, and intellectual developmental milestones

5.2.2 Describe how development is nurtured within families

5.2.3 Analyze relationship between self-formation and stages of the life cycle

5.2.4 Assess esteem of self and others

5.2.5 Enhance esteem of self and others

5.2.6 Identify basic needs of family members throughout the life cycle

5.2.7 Analyze how needs can be met within various family systems

5.2.8 Recognize role of various types of relationships in meeting human needs

5.2.9 Develop strategies for adapting to change throughout the life span

5.2.10 Analyze relationship between managing resources and meeting human needs

5.2.11 Develop strategies for managing resources to meet human needs

5.2.12 Analyze interrelationships among physical, emotional, social, ethical, and intellectual aspects of human growth and development throughout the life span

5.3 Analyze factors related to forming one's own family

Key Indicators:

- 5.3.1 Evaluate interrelationship between various family systems and personal goals and values
- 5.3.2 Recognize significance of relationships during adolescence
- 5.3.3 Describe concept of commitment and its role in family formation
- 5.3.4 Describe concept of love and its role in family formation
- 5.3.5 Define emotional and physical intimacy
- 5.3.6 Distinguish between responsible and irresponsible ways to express emotional and physical intimacy
- 5.3.7 Identify factors to consider in determining personal readiness to form one's own family
- 5.3.8 Evaluate personal readiness to form one's own family
- 5.3.9 Evaluate factors to consider in choosing a partner
- 5.3.10 Analyze gender expectations and division of tasks in relationships
- 5.3.11 Assess responsibilities of and personal readiness for parenthood

5.4 Analyze factors that build and maintain healthy family relationships

Key Indicators:

- 5.4.1 Identify characteristics of families who strive to meet the needs of all family members
- 5.4.2 Identify rights, responsibilities, and expectations of all family members
- 5.4.3 Analyze implications of power and authority within relationships
- 5.4.4 Analyze responsibility and ability of each family member to establish and communicate personal and family needs, values, and goals
- 5.4.5 Identify strategies for making decisions as a family
- 5.4.6 Develop family rituals and traditions that strengthen family relationships
- 5.4.7 Develop a plan to assure adequate time for family activities
- 5.4.8 Analyze changes that may occur in relationships over time
- 5.4.9 Identify the role of support systems that enhance individual and family growth and development needs
- 5.4.10 Develop strategies for creating and using positive support systems

5.5 Develop communication patterns that enhance family relationships

Key Indicators:

- 5.5.1 Recognize importance of interpersonal communication skills in family life
- 5.5.2 Distinguish between effective and ineffective communication in families
- 5.5.3 Identify barriers to communication in families
- 5.5.4 Recognize developmental and individual differences in communication skills among family members
- 5.5.5 Practice communication skills (including listening and questioning) that encourage constructive family interaction
- 5.5.6 Respect rights, feelings, and needs of family members
- 5.5.7 Recognize appropriate times, settings, and circumstances to communicate with family members

5.6 Deal effectively with family stressors, conflicts, and crises

Key Indicators:

- 5.6.1 Identify potential sources of family stress, conflict, and crisis
- 5.6.2 Identify indicators and consequences of family stress, conflict, and crisis
- 5.6.3 Develop evolving strategies for addressing family stress, conflict, and crisis
- 5.6.4 Evaluate sources of formal and informal support available to families and family members
- 5.6.5 Plan strategies to prevent or minimize stress, conflict, and crisis

5.7 Manage work and family roles and responsibilities throughout the life span

Key Indicators:

- 5.7.1 Analyze interrelationship of personal and family goals and values to work goals and values
- 5.7.2 Analyze how social, economic, and technological changes impact work and family dynamics
- 5.7.3 Develop strategies for sharing ownership of responsibilities of managing family and work

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5.8

Analyze social forces that influence families across the life span

Key Indicators:

5.8.1 Identify social forces that influence families

5.8.2 Identify interdependent relationships between families and society

5.8.3 Analyze how laws and public and private policies affect families

5.8.4 Identify how families can become proactive in the legislative process

5.8.5 Evaluate global issues affecting families

5.8.6 Identify ethical and moral issues affecting families

5.8.7 Analyze how the economy affects families

5.8.8 Analyze how prejudices affect families

5.8.9 Develop strategies to address societal forces that influence families

5.8.10 Identify career opportunities that impact families

5.9

Analyze the reciprocal impact of individual and family participation in community activities

Key Indicators:

5.9.1 Develop goals that support individuals and family members in carrying out community and civic responsibilities

5.9.2 Create a plan for individuals and families to select and develop skills in participatory community activities

5.9.3 Identify skills that provide beneficial services to the community

5.9.4 Explore community resources and systems of formal and informal support available to individuals and families

5.9.5 Analyze the impact of public policies, agencies, and institutions on individuals and families

5.10

Analyze conditions that influence human growth and development throughout the life span

Key Indicators:

5.10.1 Investigate the interrelationship of heredity and environment on human growth and development throughout the life span

5.10.2 Explore the role of social, economic, and technological forces on individual growth and development throughout the life span

5.10.3 Examine the potential effects of gender, birth order, ethnicity, and culture on individual development throughout the life span

5.10.4 Examine the effects of life events, coping strategies, and adaptation on individuals' physical, emotional, social, ethical, and intellectual development throughout the life span

5.11 Analyze the impact of families as a system on individuals and society

Key Indicators:

- 5.11.1 Examine families as the basic unit of society
- 5.11.2 Determine the role of families in transmitting societal expectations
- 5.11.3 Examine global influences on today's families
- 5.11.4 Examine the role of families in teaching culture and traditions across the life span
- 5.11.5 Examine the role of families in developing independence, interdependence, and commitment of family members
- 5.11.6 Determine the impact of change and transitions throughout the life span
- 5.11.7 Explore the ways family and consumer sciences careers assist the work of families

5.12 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families

Key Indicators:

- 5.12.1 Demonstrate awareness of multiple diversities and their impact on individuals and families
- 5.12.2 Demonstrate respect for diversity with regard to equity

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Expectation

Strong parenting skills are critical in today's world. The effect of these skills impacts home and employment environments and situations. Although not all individuals may choose to become a parent, all individuals have parents and have a role as a family member. Through interactions with parents, the foundation for interaction with others is created. Resolution of issues with regard to parenting must be based on sound investigation and a decision making process. Decisions have long-term implications. Families are a structure in society that demand understanding and attention.

Competencies

6.1	Assess impact of the parenting role in society	6.6	Use positive guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior in children and adolescents
6.2	Demonstrate awareness of the responsibility for personal growth within the parenting role	6.7	Access sources of parenting information, support, and assistance
6.3	Prepare for a healthy emotional and physical beginning for parent(s) and child(ren) (e.g., birth, adopted, foster, blended families)	6.8	Plan ways that families and society can share in nurturing children and adolescents
6.4	Meet developmental needs of children and adolescents	6.9	Analyze conditions that influence human growth and development
6.5	Build positive parent-child relationships	6.10	Evaluate the interrelationship of technology with parenting beliefs, choices and practices

Sample Scenario

You have a sister who is a parent of a four-year-old child and one-month-old baby. She is planning to return to work full time in two months, as her income is essential to the family's well-being. Since you are a parent and work outside the home, and you are attending a parenting class, she asks you for advice regarding her concerns. She wants to nurture her children and meet their developmental needs, to build positive parent-child relationships, and use positive guidance and discipline. You want to be helpful and supportive of her, so you take some time to develop a way to share with her your knowledge, some reliable information on child development and parenting, and also some good resources on effective parenting. Present your plan to an audience that may include parents, child/family development specialists, teachers of young children, and/or other appropriate people.

Guiding Questions

- What advice would you give if the parent in this scenario were your brother, the father of the children?
- How do you determine the reliability of books, articles, and other materials on parenting?
- How do you determine what childcare choices are available in your community?
- What criteria should be used to evaluate childcare services?

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Core ITAC Competency Connections

Strand 1: Solving Problems and Thinking Skillfully	1.1, 1.2, 1.4, 1.5
Strand 2: Communicating Effectively	2.1, 2.2, 2.5, 2.11
Strand 3: Applying Technology	3.1, 3.3
Strand 4: Working Responsibly	4.1, 4.2, 4.3, 4.6
Strand 5: Planning and Managing a Career	5.5
Strand 6: Managing Resources	6.2

Academic Connections

The Arts	• **Historical, Cultural and Social Contexts/Understanding the Role of the Arts in People's Lives:** Explore the human experience as it relates to an art form in terms of symbols and practices across cultures and times • **Historical, Cultural and Social Contexts/Understanding the Role of the Arts in People's Lives:** Investigate how the arts are an index to the social values and accomplishments of a community • **Nature and Meaning of the Arts/Valuing the Arts:** Explore instances and roles of the arts in daily life • **Nature and Meaning of the Arts/Valuing the Arts:** Articulate the basic nature and need for the arts
Math	• **Patterns, Relations, and Functions:** Model real-world phenomena with a variety of functions
Social Studies	• **American Heritage:** Hypothesize the influence of past decisions on current issues • **American Heritage:** Project the consequences of different decisions based on past experiences • **Citizenship Rights and Responsibilities:** Evaluate the reliability of available information • **Citizenship Rights and Responsibilities:** Identify and weigh alternative viewpoints
Language Arts	• **Reading/Meaning Construction:** Read to clarify personal thinking and understanding • **Reading/Meaning Construction:** Use reading as a possible problem-solving strategy to clarify personal thinking and understanding • **Reading/Multidisciplinary:** Read to explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures, including compassion, courtesy, tolerance, honesty, responsibility, and self-discipline

Academic Connections

Language Arts *(cont.)*	• **Reading/Multidisciplinary:** Value the thinking and language of others and self • **Reading/Multidisciplinary:** Read to develop an awareness of human rights and freedom • **Writing/Meaning Construction:** Evaluate, analyze, and synthesize information for writing • **Writing/Meaning Construction:** Engage in self-initiated writing activities • **Writing/Application:** Write in response to prompted and self-selected topics in the practical expository and persuasive domains • **Writing/Application:** Use the writing process to clarify personal thinking and understanding • **Writing/Multidisciplinary:** Record experiences and observations related to content learning • **Writing/Multidisciplinary:** Use the writing process to demonstrate an understanding of the need for human rights • **Writing/Multidisciplinary:** Write in response to reading, speaking, viewing, and listening • **Writing/Multidisciplinary:** Use cross-disciplinary resources in writing projects • **Listening/Visual Literacy/Meaning Construction:** Gather information from listening and viewing experiences to enhance research • **Listening/Visual Literacy/Application:** Use electronic media to enhance and highlight language learning • **Listening/Visual Literacy/Application:** Use technology and other media as a means of expressing ideas • **Listening/Visual Literacy/Multidisciplinary:** Participate through productive listening in a community of learners • **Listening/Visual Literacy/Multidisciplinary:** Facilitate learning across the curriculum through critical listening and viewing • **Listening/Visual Literacy/Multidisciplinary:** Engage in individual, small-group, and whole-group listening and viewing activities • **Oral Communication/Meaning Construction:** Participate in group communication activities • **Oral Communication/Meaning Construction:** Respond to the needs of various audiences • **Oral Communication/Application:** Develop and apply decision-making strategies

Academic Connections

Foreign Language	• **Cultural Knowledge:** Identify and describe recent trends in social patterns and conventions of the target culture(s) • **Cultural Knowledge:** Use appropriate language and gestures in a wide range of social contexts • **Cultural Knowledge:** Modify personal opinions, interpretations, explanations, and conclusions based on new information • **Multidisciplinary Connections, Information, and Knowledge:** Identify practices and beliefs in the target culture(s) that support a healthy lifestyle
Science	• **Scientific Inquiry:** Identify, compare, and contrast different modes of inquiry, habits of mind, and attitudes and dispositions • **Scientific Inquiry:** Seek elaboration and justification of data and ideas, and reflect on alternative interpretations of the information • **Scientific Inquiry:** Discuss societal controversies that surround scientific issues • **Scientific Inquiry:** Read, verify, debate and, where necessary, refute research published in popular or technical journals of science • **Scientific Inquiry:** Modify personal opinions, interpretations, explanations, and conclusions based on new information • **Scientific Knowledge:** Investigate patterns in the natural world (e.g., heredity, population and resource distribution) • **Scientific Knowledge:** Formulate models and hypotheses about patterns in the natural world (e.g., social behavior, aging, hormonal cycles) • **Conditions for Learning Science:** Participate actively in dialogue about and resolution of community issues • **Conditions for Learning Science:** Select and utilize resources by various criteria (e.g., efficiency, health, safety) appropriate to investigations • **Conditions for Learning Science:** Investigate social issues with a scientific perspective (e.g., human rights, wellness, economics, futurism) • **Conditions for Learning Science:** Keep journals of observations and inferences made over an extended period of time and reflect upon the impact of these recorded ideas on own thinking and actions • **Conditions for Learning Science:** Examine the intellect, perspectives, and ethics of notable scientists • **Conditions for Learning Science:** Collect and analyze observations made over time and comparing to scientific theories • **Conditions for Learning Science:** Examine the influences of social and political structures and realities that contribute to inquiry about scientific issues

Academic Connections

	Science *(cont.)*	• **Conditions for Learning Science:** Develop possible courses of action in response to scientific issues of local and global concern • **Conditions for Learning Science:** Synthesize scientific information from a variety of sources • **Conditions for Learning Science:** Evaluate and prioritize scientific issues based upon risk-benefit analyses • **Applications for Science Learning:** Make personal behavior decisions by interpreting information that has a scientific basis • **Applications for Science Learning:** Propose courses of action that will validate and demonstrate personal understanding of scientific principles • **Applications for Science Learning:** Guide other learners in their understanding of the interactions of technologies and society • **Applications for Science Learning:** Make decisions regarding personal and public health • **Applications for Science Learning:** Analyze the contributions of advances in technology through history to his/her everyday life • **Applications for Science Learning:** Predict various scenarios and proposing solutions to community issues using scientific information • **Applications for Science Learning:** Use scientific evidence to consider options, formulating positions about the health and safety of self and others • **Applications for Science Learning:** Promote public awareness of the interaction of technology with social issues

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Competencies & Key Indicators

6.1 Assess impact of the parenting role in society

Key Indicators:

- 6.1.1 Explore the diversity of parenting role in multicultural societies
- 6.1.2 Identify responsibilities of the parenting role
- 6.1.3 Identify characteristics of positive parenting outcomes
- 6.1.4 Contrast relationship between personal expectations and actual parenting responsibilities
- 6.1.5 Identify rewards and challenges of parenting
- 6.1.6 Evaluate reasons for becoming a parent
- 6.1.7 Analyze how the parenting role changes lifestyles and other roles
- 6.1.8 Evaluate lifelong commitment necessary to be a responsible parent
- 6.1.9 Evaluate personal readiness for assuming the parenting role

6.2 Demonstrate awareness of the responsibility for personal growth within the parenting role

Key Indicators:

- 6.2.1 Analyze effect being a parent has on self-formation
- 6.2.2 Identify strategies for balancing care of self and children
- 6.2.3 Develop strategies for dealing constructively with feelings and changes that occur within the parenting role
- 6.2.4 Identify interrelationship of parenting and career choices and goals
- 6.2.5 Develop strategies for sharing parenting roles
- 6.2.6 Develop strategies for lifelong learning of parenting skills and responsibilities

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6.3 Prepare for a healthy emotional and physical beginning for parent(s) and child(ren) (e.g., birth, adopted, foster, blended families)

Key Indicators:

- 6.3.1 Identify biological processes related to conception, prenatal development, and birth
- 6.3.2 Identify factors affecting prenatal health of mother and child
- 6.3.3 Plan strategies to obtain and allocate resources (e.g., time, space, money, energy) to ensure emotional and physical well-being of parent(s) and child(ren)
- 6.3.4 Identify factors to consider in labor and delivery
- 6.3.5 Develop strategies for providing care of new child(ren)
- 6.3.6 Develop strategies to ensure integration of new child(ren) and family
- 6.3.7 Explain bonding process and how it impacts parent-child relationships
- 6.3.8 Develop strategies for sharing parenting responsibilities
- 6.3.9 Investigate medical costs during and following pregnancy
- 6.3.10 Identify costs of rearing child(ren) from birth to age 18
- 6.3.11 Explain legal rights and responsibilities of mother, father, child(ren), grandparent(s), school authorities, and community agencies
- 6.3.12 Explain significance of birth certificates
- 6.3.13 Define parentage, child-support, parenting time, sole and shared custody
- 6.3.14 Define guardianship, emancipated minor, and power of attorney
- 6.3.15 Examine implications of alternatives to parenthood (e.g., infertility, adoption, voluntary childlessness)
- 6.3.16 Examine the effects of divorce and changing family systems on parenting roles and responsibilities

6.4 Meet developmental needs of children and adolescents

Key Indicators:

- 6.4.1 Identify physical, emotional, social, ethical, and intellectual growth patterns and needs
- 6.4.2 Analyze significance of meeting developmental needs
- 6.4.3 Identify individual aspects of development
- 6.4.4 Plan strategies to meet individual developmental challenges, multiple intelligences, and learning styles
- 6.4.5 Analyze strategies for caring for children with special needs
- 6.4.6 Plan strategies to enhance development of children through play and activities
- 6.4.7 Plan strategies to meet nutritional needs
- 6.4.8 Plan strategies to provide for health and safety needs from conception through adolescence
- 6.4.9 Plan strategies to provide preventive health care services (e.g. immunizations, dental care, developmental screening, identification and treatment of communicable diseases)
- 6.4.10 Examine interrelationships among physical, emotional, social, ethical, and intellectual aspects of human growth and development

6.5 Build positive parent-child relationships

Key Indicators:

6.5.1	Evaluate how interaction between parent(s) and child(ren) affects their respective development
6.5.2	Identify how culture and society influence parenting beliefs and behaviors
6.5.3	Identify relationship between self-esteem of parent and child
6.5.4	Plan appropriate strategies for enhancing child's self-esteem
6.5.5	Identify outcomes of nurturing behavior
6.5.6	Plan ways to nurture children and adolescents
6.5.7	Demonstrate appropriate communication skills for children at varying developmental stages
6.5.8	Use listening as a communication tool
6.5.9	Identify ways to encourage children to express feelings
6.5.10	Identify various family systems in which parenting occurs
6.5.11	Evaluate alternative strategies for solving problems that may occur within each type of family system

6.6 Use positive guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior in children and adolescents

Key Indicators:

6.6.1	Distinguish between guidance, discipline, and punishment
6.6.2	Identify importance of setting developmentally appropriate expectations
6.6.3	Analyze short-term and long-term outcomes of emotional responsiveness for children, families, and society
6.6.4	Evaluate alternative approaches for guiding, nurturing, supporting, and disciplining children and adolescents in terms of short-term and long-term outcomes
6.6.5	Recognize that different families, cultures, and ethnic groups may have different values and behavioral expectations
6.6.6	Recognize how individual differences, relationships, and situations influence choice of guidance and discipline techniques
6.6.7	Identify strategies for demonstrating and encouraging responsible behavior for self and others
6.6.8	Define child abuse (i.e., physical, sexual, and emotional) and child neglect
6.6.9	Analyze factors that contribute to situations of child abuse and child neglect
6.6.10	Analyze outcomes of child abuse and child neglect
6.6.11	Identify strategies for managing anger, frustration, separation, and loss
6.6.12	Create strategies for preventing and intervening in child abuse and child neglect situations

6.7 Access sources of parenting information, support, and assistance

Key Indicators:

- 6.7.1 Recognize needs for parenting information, support, and assistance
- 6.7.2 Identify components of an effective parenting support system
- 6.7.3 Identify sources of parenting information, support, and assistance to meet needs of parent(s) and child(ren)
- 6.7.4 Analyze factors affecting parenting information, support, and assistance
- 6.7.5 Develop criteria for evaluating parenting information, support, and assistance
- 6.7.6 Evaluate parenting information, support, and assistance available to parent(s) and child(ren)
- 6.7.7 Identify available child-care alternatives
- 6.7.8 Analyze factors affecting child-care decisions
- 6.7.9 Develop criteria for evaluating quality child-care services
- 6.7.10 Evaluate child-care services available to parents
- 6.7.11 Assess emerging research about human growth and development throughout the life span (e.g., brain development, trends, issues)

6.8 Plan ways that families and society can share in nurturing children and adolescents

Key Indicators:

- 6.8.1 Analyze interdependent relationship between families and society in sharing responsibility for children's needs
- 6.8.2 Plan ways that parents can support children in school success
- 6.8.3 Analyze how public and private policies influence parenting
- 6.8.4 Analyze moral and ethical social issues concerning children and parents
- 6.8.5 Develop strategies to effect change in society for the benefit of families and children
- 6.8.6 Identify career opportunities involving care and nurturing of families and children

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6.9

Analyze conditions that influence human growth and development

Key Indicators:

6.9.1 Investigate the interrelationship of heredity and environment on human growth and development

6.9.2 Explore the role of social, economic, and technological forces on individual growth and development throughout the life span

6.9.3 Examine the potential effects of gender, birth order, ethnicity, and culture on individual development throughout the life span

6.9.4 Examine the effects of life events, coping strategies, and adaptation on individuals' physical, emotional, social, ethical, and intellectual development throughout the life span

6.10

Evaluate the interrelationship of technology with parenting beliefs, choices and practices

Key Indicators:

6.10.1 Determine the medical, legal, and ethical impacts of technology

6.10.2 Assess consumer information relating to technology

6.10.3 Analyze the impact of technology on the roles and responsibility of parenting

High School Work and Family Life ITAC Acknowledgments

The Center on Education and Training for Employment extends thanks and appreciation to the many representatives of business, industry, labor, and community organizations who contributed their time and expertise to the identification and verification of competencies.

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